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Report  
97-01

# **The 1995 Gender Integration of Basic Combat Training Study**

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## FOREWORD

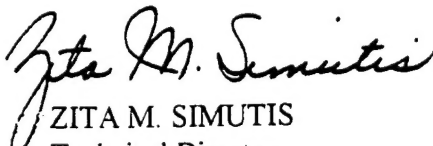
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At the request of General Franks, then Commanding General of the U.S. Army Training and Doctrine Command (TRADOC), the U.S. Army Research Institute for the Behavioral and Social Sciences conducted a progressive series of studies on squad-level, gender-integrated Basic Combat Training (BCT).

The findings of Phase I conducted in the summer and fall of 1993 led to the decision by then Chief of Staff, Army, General Gordon R. Sullivan, to integrate BCT at the squad level for Combat Support and Combat Service Support military occupational specialties. Phase II confirmed that gender-integrated basic training worked well at another training installation.

Phase III continued to collect data on the soldiers' attitudes and their evaluation of their BCT experiences, as well as examining attrition from BCT and physical conditioning of soldiers at entry through graduation from BCT. It also examined drill sergeants' attitudes concerning gender-integrated training, their evaluation of the drill sergeant course, and their suggestions for improving BCT. In addition, the study identified ways in which both BCT and drill sergeant training could continue to improve.

Results from Phase I were briefed to General Franks and to General Sullivan. Results from Phases II and III were briefed to the TRADOC Gender-Integrated Training General Officer Steering Committee headed by the Deputy Chief of Staff for Training, TRADOC in January 1996. The Assistant Secretary of the Army for Manpower and Reserve Affairs was also briefed.

  
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# THE 1995 GENDER INTEGRATION OF BASIC COMBAT TRAINING STUDY

## EXECUTIVE SUMMARY

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### Research Requirement:

This report sets forth the procedures and findings of the 1995 study of squad-level, gender integration of U.S. Army Basic Combat Training (BCT) conducted for the U.S. Army Training and Doctrine Command (TRADOC) by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). The 1995 study is the last in a series of three studies of the attitudes and opinions of soldiers-in-training and their drill sergeants who participated in gender-integrated training. This report compares the findings of the Phase I study conducted in 1993, the 1994 Phase II study, and the 1995 Phase III study, with emphasis on the 1995 study.

### Procedure:

The 1995 study was conducted from April to September 1995 at Fort Jackson, South Carolina and Fort Leonard Wood, Missouri. One training battalion of four companies at Fort Leonard Wood and three companies from each of two battalions at Fort Jackson formed the sample. All of the companies were gender integrated with fills that varied from 23% female to 48% female.

The 1994 study was conducted from June to August 1994 at Fort Leonard Wood. One training battalion of four companies formed the sample. All of the companies were integrated with fills at 75% male and 25% female.

The 1993 study was conducted from August to November 1993 at Fort Jackson. Two training battalions of 10 companies formed the sample. In each battalion, one company was all male, one was all female, two were 75% male and 25% female, and one company was 50% male and 50% female.

During each study ARI staff/contractors administered a pre-training survey for soldiers while at the Reception Battalions, a post-training survey for soldiers during the last week of training, and a post-training survey of drill sergeants during the last week of training. ARI staff/contractors also conducted separate focus group discussions with male and female soldiers from each company and separate focus groups with male or female drill sergeants. As additional features of the 1995 study, a short questionnaire was given to all soldiers who attrited from the sample companies, and complete records of soldiers' Army Physical Fitness Tests (APFT) during BCT were obtained from the training battalions.

### Findings:

The 1995 study focused on several key topics: the physical condition of soldiers arriving at the training centers; the effect, if any, on training in gender-integrated squads on soldier performance and on soldierization; the opinions of drill sergeants about gender-integrated

training; the training drill sergeants receive for conducting gender-integrated training; and attrition during training.

The physical condition of most soldiers entering BCT is poor--especially the condition of females. Most soldiers did not physically prepare for BCT. Although drill sergeants can and do take poorly conditioned recruits and turn them into well-conditioned soldiers in 8 weeks, the physical toll on the soldiers and the time required by the drill sergeants could be eased if soldiers entered BCT in better condition.

Females trained in a gender-integrated environment improved their performance on all measures of physical fitness (APFT events of push-ups, sit-ups, and 2-mile run) and males in gender-integrated training improved in two of three events in the 1995 study. This has occurred without the Army fitness standards (APFT) being changed or adjusted for gender-integrated training.

There were no significant differences in end-of-day-qualify on Basic Rifle Marksmanship; there were significant differences for 1st-time-qualify for soldiers in some battalions in the 1995 study. There were no significant differences of end-of-cycle Individual Proficiency Tests.

The soldierization process as measured by self-reported levels of pride and commitment, individual improvement during BCT, individual and platoon morale, teamwork, and cohesion was also examined. Female soldiers in gender-integrated companies reported higher levels of soldierization than female soldiers trained in an all-female training environment. Male soldiers in the 1994 and 1995 gender-integrated companies reported the same or higher levels of soldierization as males in 1993 all-male companies. Differences in soldierization for the 1995 study reflect battalion differences.

Sexual harassment and equal opportunity are key issues of soldierization. Both soldiers and drill sergeants identified sexual harassment, sex discrimination, and unequal treatment as occurring during training. Both male and female drill sergeants and male and female soldiers reported some male drill sergeants expect less of female soldiers and treat female soldiers differently than male soldiers. Female drill sergeants also reported receiving unequal treatment at the Drill Sergeant School and at their BCT units.

In the 1995 study, drill sergeants were not consistent in their evaluation of gender-integrated BCT. There is a difference between battalions and between drill sergeants from the Combat Arms and Combat Support/Combat Service Support military occupational specialties. Battalions whose drill sergeants were most negative about gender-integrated training had lower levels of soldierization and had soldiers who rated their drill sergeants lower on showing support for soldiers and for the platoon. A command climate that supports gender-integrated BCT is essential to training success.

Drill sergeants believe that the Drill Sergeant Course does not adequately prepare them to conduct BCT in a gender-integrated environment. Several changes to the course curriculum were suggested, including information on how to train males and females together.

Soldiers who attrit from BCT were less committed to the Army and were less confident in their abilities to perform in BCT before they started training. Data from the training center does not indicate that gender-integrated BCT has resulted in increased attrition.

#### Utilization of Findings:

In 1994, the Chief of Staff, Army and the Secretary of the Army agreed that gender-integrated BCT should be permanent. The Secretary of Defense approved the Army's plan on 28 July 1994. Excerpts of the drill sergeant data from the 1995 study was provided to Fort Jackson for use in drill sergeant training.

# THE 1995 GENDER INTEGRATION OF BASIC COMBAT TRAINING STUDY

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# **TASK ANALYSIS OF A MOBILITY AND SURVIVABILITY CRITICAL COMBAT FUNCTION AS ACCOMPLISHED BY A BRIGADE**

## **INTRODUCTION**

The Women's Armed Services Integration Act of 1948 established the permanent status of women in the armed services. Since that time, changes to this policy have further defined the roles of men and women in the military. One such change occurred in 1994 when the Chief of Staff, Army ordered that Army Basic Combat Training (BCT) for soldiers entering Combat Support (CS) and Combat Service Support (CSS) Military Occupational Specialties (MOS) be conducted in a gender-integrated environment.

### ***Basic Combat Training Course***

Basic Combat Training, the first 8 weeks of life for soldiers, is designed to teach the rudiments of soldiering. Once BCT is completed, soldiers attend Advanced Individual Training (AIT)--the second and final step of initial entry training. Training at AIT varies in length and focuses on soldiers' learning a military occupational specialty, such as legal assistance or light- and heavy-wheeled vehicle repair. After AIT, soldiers are assigned to an Army unit. Prior to August, 1994, soldiers in CS and CSS MOS were assigned to single-gender (all male or all female) training companies for BCT, and were gender-integrated during their AIT. Soldiers in the military police MOS are gender-integrated from the day they begin Army training, receiving one-station individual training (OSIT) which combines Basic Combat Training and AIT in an integrated environment.

The BCT course is 8 weeks long and is designed to teach "soldierization". "Soldierization is a tough, comprehensive process that transforms civilians into soldiers. Its hallmark is the standard that IET soldiers are to be taught and expected to think, look, and act as soldiers always (IAW TR 350-6)." When individuals join the Army, they are transported to one of the Army's training centers to begin training. Upon arrival, recruits are in-processed through a reception battalion. At the reception battalion, male and female soldiers are assigned to single-gender (all male or all female) platoons and are housed in separate barracks. These platoons contain about 50-60 soldiers each, and are the basic organizational unit for managing the flow of soldiers through the reception battalion. At the reception battalion, soldiers receive a general orientation, complete various personnel, financial and medical records, receive immunizations, and are screened for their ability to complete push-ups.

Male soldiers must perform 13 push-ups and female soldiers must perform 1 push-up in order to advance to a training battalion. If a soldier is not able to perform the required push-ups, he/she may be assigned to a fitness training company. While assigned to the fitness company, the soldier receives fitness training and participates in fitness activities. A soldier has up to 21 days to successfully achieve the fitness standard of the fitness company. Male soldiers must complete 20 push-ups and female soldiers must complete 6 push-ups in order to advance to a training

push-ups and female soldiers must complete 6 push-ups in order to advance to a training battalion. If a soldier cannot meet/achieve these standards, he/she is separated from the Army on grounds that they did not meet medical fitness standards (Chapter 11 separation).

Soldiers usually stay at the reception battalion for at least 3 days in order to complete their in-processing. The general rule followed by the reception battalions is to ship soldiers to their training battalions as soon as possible. Application of this rule, however, is determined by arrival rates of soldiers ("fill rate"), completion of initial processing, and the graduation schedule of the companies just completing training at the training battalion. Once these requirements have been met, soldiers are transported to a training company to begin BCT.

Each training battalion is made up of 4 or 5 training companies. Each company usually has approximately 200-250 soldiers divided into 4 platoons each of which has 4 squads. Each platoon of soldiers has at least 2 but as many as 4 Drill Sergeants in charge of platoon training activities. Usually, a platoon is housed together on a floor or in a bay (depending upon the type of barracks). In gender-integrated training, it is not always possible to house a platoon on the same floor/bay. In the "Star Ship" barracks, a bay can house 60 soldiers and has a self-contained latrine at the back of the bay. This means that in gender-integrated training, females are in one bay with females from other platoons and males are in a separate bay, possibly with males from another platoon. In the "Rolling Pin" barracks, females are either located on one end of a floor or all females are located on one floor with males on other floors. This complicates communication between Drill Sergeants and soldiers who are now spread out in two locations. Also, the Drill Sergeants in charge of a bay/floor may not be the Drill Sergeants in charge of training all of those soldiers.

To graduate from BCT and advance to AIT in a specific MOS, a soldier must: (1) score at least 23 out of a possible 40 hits on Basic Rifle Marksmanship (BRM); (2) attain a score of 50 points on each of 3 events on the end-of-cycle Army Physical Fitness Test (APFT); (3) successfully complete a series of Individual Proficiency Tests (IPT); (4) negotiate the hand grenade qualification course; and (5) demonstrate appropriate military bearing and behavior.

Extensive training in the use and maintenance of the M16 rifle is provided soldiers as they progress on different firing ranges. First-time-go (qualify) and end-of-day go rates are recorded and maintained by each training company. Hits on the target are scored electronically for each firing and drill sergeants provide remedial training as needed.

There are usually four administrations of the APFT and soldiers' scores for push-ups, sit-ups, and run times are recorded on a card for each soldier. The first test, a diagnostic test, is given within the first 3 days of arriving at the training company. The first three APFTs are scored by the company drill sergeants; the final test is scored by drill sergeants from another company or from a testing cadre. If a soldier fails the final APFT, the drill sergeants will work with the soldier and continue to re-test that soldier up to graduation.

The IPT includes 20 skills or abilities on which soldiers receive instruction during BCT (Figure 1). These common skills are graded by non-commissioned officers (NCOs) not assigned to the training company.

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Tasks	
1. Put on, wear, and remove a protective mask	11. Evaluate a casualty
2. Nerve agent antidote to self	12. Splint a suspected fracture
3. Recognize/react to an NBC hazard	13. Perform mouth-to-mouth resuscitation
4. Decontaminate skin and equipment	14. Clear an object from throat
5. Nerve agent antidote to buddy	15. Correct malfunctioning M16A1/A2
6. Determine magnetic azimuth	16. React to challenge and password
7. Measure distance on a map	17. Employ a claymore mine
8. Apply field pressure dressing	18. Prepare AT-4 for firing
9. Put on a tourniquet	19. Misfire procedures for AT-4
10. Treat for shock	20. Battle sight zero M16A1

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Figure 1. Common Tasks on the Individual Proficiency Test (IPT)

### ***The Drill Sergeants***

A training company consists of a company commander, a training officer, a first sergeant, 10-12 drill sergeants, and additional support staff. The drill sergeants are responsible for the day-to-day training of soldiers from the time they leave the reception center until graduation. In our 1995 sample, 69% of the BCT drill sergeants were drawn from Combat Arms MOS, while the remainder were from CS and CSS MOS. The majority of the drill sergeants (about 84%) were male and 51% volunteered to be drill sergeants. The remainder were selected by a Department of the Army board. To become a drill sergeant, an NCO must be selected for and graduate from an Army Drill Sergeant School. At each school, NCOs complete an intensive 9-week course that teaches them the job of drill sergeant.

During BCT it is the cadre, especially the drill sergeants, to whom the new soldiers turn for assistance and support, for knowledge and discipline, for training in military procedures, and for Army values and behaviors. It is not surprising that soldiers' comments and attitudes often directly reflect those of the drill sergeants. Drill sergeants create the setting in which BCT is conducted—the stage for creating professional soldiers. Therefore, the drill sergeants' attitudes and opinions are important to understanding the soldierization process, the way in which gender-integrated training has been implemented, and the impact of gender-integrated training on the soldierization process.

## *Review of Literature*

In 1976 the Office of the Deputy Chief of Staff for Personnel tasked the Training and Doctrine Command (TRADOC) and the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) with developing and field testing a new Program of Instruction (POI) for Basic Initial Entry Training (BIET) as part of a study of women in the Army. The new POI set the same standards for both males and females, with the exception of the APFT. For the first time, a training battalion would consist of both male and female companies. Prior to this, training battalions consisted of all male or all female companies.

The ARI study (Earl, 1978) focused on the attitudes and opinions of soldiers and training cadre toward a wide range of issues concerning their training. The study recommended further revision of the POI (especially the physical fitness training and test), integration of males and females in companies with same gender platoons, and increasing the length of BIET to eight (from seven) weeks. These recommendations were adopted.

In 1982, TRADOC announced that the Army was discontinuing gender integration of BCT. No official statement has been found in the TRADOC historical archives that gives reasons or rationale for this decision.

In 1991, the Commander, TRADOC requested that Fort McClellan develop a prototype for Gender-Integrated Initial Entry Training. From 1 September 1991 through 31 August 1992, Fort McClellan collected data from 3 battalions: one battalion integrated to the squad level and two battalions integrated to platoon level. After tracking training performance, they reported "no significant trend, positive or negative, associated with gender-integration." Their recommendation was to gender integrate BCT at the lowest possible level to parallel how soldiers in these MOS will fight.

In 1992, the Navy conducted a pilot program to evaluate the feasibility of gender-integrated companies at the Orlando training center. The Defense Equal Opportunity Management Institute (DEOMI) evaluated the success of the program and recommended that the Navy continue gender-integrated training (Scarpate and O'Neill, 1992).

During the spring of 1993, the Commander, TRADOC tasked Fort Jackson, South Carolina with running a test of squad level gender-integrated BCT. The logic behind this test was based on the premise that "We train as we fight: If support forces will work and deploy as gender-integrated units, then they should be trained in gender-integrated units."

For the pilot study/test, Fort Jackson selected a training battalion to gender-integrate to the squad level. They compared the training performance (scores on first-time-go rifle qualification, individual proficiency tests, and final physical fitness tests for push-ups, sit-ups, and run times) of males and females in single-gender and gender-integrated companies. Fort Jackson found no differences in performance between males and females trained in single gender and gender-integrated companies. Fort Jackson recommended no change to the current system. The

Commander, TRADOC then requested that ARI study the attitudes and opinions of soldiers and drill sergeants toward gender-integrated training.

The 1993 ARI study was conducted at a large training center and included soldiers-in-training from two battalions. In each battalion, there were all male, all female, and gender-integrated companies (integrated down to the squad level). Compared with single gender companies, training performance greatly improved for females in the gender-integrated companies, while training performance for males in the gender-integrated companies was slightly decreased.

The 1994 ARI study was conducted at a second training center with a battalion that was gender-integrated to the squad level. The training battalion used information from the 1993 study to "trouble shoot" the implementation of gender-integrated training and involved the training cadre in planning the program. The Program of Instruction (POI) was not changed to accommodate gender-integrated training nor were the standards for graduation altered. Both the males and females trained in gender-integrated companies in the 1994 study exceeded the performance of males and females in single-gender companies in the 1993 study.

### ***The 1995 ARI Study***

After the decision to conduct BCT in a gender-integrated environment was announced, TRADOC established a Gender-Integrated Training Steering Committee to examine the conduct of BCT and to recommend whether, and how, training policies should be altered to assure the successful long-term implementation of gender-integrated BCT.

At the request of the steering committee, this study attempts to describe the entry-level physical condition of soldiers, their performance during BCT, and their opinions of their training. Additional data were collected for those soldiers who attrited during BCT. The opinions of drill sergeants and the preparation drill sergeants receive to conduct gender-integrated BCT are also included.

The focus of this report centers around six basic questions from the 1995 study:

1. What is the entry-level physical condition of male and female soldiers and what are the implications for gender-integrated training?
2. Does training in a gender-integrated environment affect the training performance of soldiers?
3. Does gender-integrated training affect the soldierization process?
4. What are the attitudes of drill sergeants toward gender-integrated training?
5. How well prepared are drill sergeants to train in a gender-integrated environment?
6. What is the pattern of attrition in gender-integrated training?

## STUDY METHODOLOGY

The 1995 study was conducted from April to September, 1995 at Fort Jackson, South Carolina and Fort Leonard Wood, Missouri. One training battalion of 4 companies at Fort Leonard Wood and 3 companies from each of two battalions at Fort Jackson formed the sample. All of the companies were gender integrated with fills that varied from 23% females to 48% females. There was great variation in the information on gender-integrated training that training cadre received prior to the study.

The 1994 study was conducted from June to August, 1994 at Fort Leonard Wood. One training battalion of 4 companies formed the sample. All companies were gender integrated with 75% males and 25% females. Prior to beginning the training cycle, training cadre were briefed on the project and participated in planning the implementation of the training. Weekly in-progress-reviews were conducted at the battalion level.

The 1993 study was conducted from August to November, 1993 at Fort Jackson. Two training battalions of 10 companies formed the sample. In each battalion, one company was all male, one was all female, two 75% males and 25% females, and one company 50% male and 50% female. Training cadre were briefed on lessons learned from a prior test of gender integrated training conducted at Fort Jackson the previous spring.

Trainees in all three studies did not receive any information or special instructions prior to training. All of the trainees in 1995 knew they would probably be assigned to gender-integrated training companies because of the change in policy. Trainees in 1993 and 1994 were aware that some soldiers were being assigned to gender-integrated companies, but did not know whether they were assigned to such a company until the day they left the reception center.

During each study, ARI staff/contractors administered a pre-training questionnaire for soldiers, a post-training questionnaire for soldiers, and a post-training questionnaire for drill sergeants. ARI staff/contractors also conducted focus group discussions with all-male and/or all-female groups from each of the companies and with male and female drill sergeants from each company. As an additional feature of the 1995 study, a short questionnaire was given to all soldiers who attrited from the training companies. A total of 116 soldiers attrited and 103 completed questionnaires.

### ***Questionnaire Development and Administration***

The administration of the pre- and post-training questionnaires remained the same from 1993 through 1995. However, the content of the 1995 questionnaires changed in part to reflect the study questions of the 1995 study. Copies of the 1993 and 1994 questionnaires and protocols can be found in the earlier report, *Gender-Integration of Basic Combat Training*. Comparisons between the studies are made only on those items with identical wording.



The 1995 pre-training soldier questionnaire (see Appendix A) consisted of 80 questions on attitudes toward the Army, expectations of BCT, and demographic characteristics. An additional 60 item assessment of background and life experiences that is being tested as a potential screening instrument was also included, but the analyses of those data are not part of this report. The questionnaire was administered at the Reception Battalions of the respective sites.

The post-training questionnaire (see Appendix B) contained 123 questions on attitudes toward the Army; expectations of basic training; equal opportunity; sexual harassment; equal treatment; men and women in the Army; training experiences; and demographic characteristics. These questionnaires were administered by ARI staff/contractors during the last week of the 8-week training cycle. A total of 1,884 soldiers in the 1993 study, 867 in the 1994 study, and 1,212 in the 1995 study completed the post-training questionnaires.

The drill sergeant questionnaire (see Appendix C) contained 84 questions on details of the drill sergeant job; attitudes and opinions toward training in a gender-integrated environment; opinions of their drill sergeant training; and background information.

The attrition questionnaire (see Appendix D) contained 65 questions asking soldiers their expectations of civilian life and their Army experiences. In addition, they were asked to write in responses about their reasons for leaving, what the Army could have done to better prepare them for BCT, what the Army could have done to increase their chances of completing BCT, and if there was anything they could have done to better prepare themselves for BCT. The attrition questionnaires were distributed by the training battalion to soldiers who were leaving the Army before completion of BCT. They were collected by the training officer of each battalion and given to the ARI staff for analysis.

Most of the scales used on the questionnaires were 5-point Likert scales which ranged from 1 (strongly agree) to 5 (strongly disagree) with a neutral mid-point. For the data tables in this report, scales were collapsed. "Strongly agree" and "agree" were combined and "disagree" and "strongly disagree" were combined, yielding a 3-point scale with a neutral mid-point.

### ***Focus Group Protocols and Procedures***

An additional component of the study was the collection of qualitative information through a series of focus group discussions. These discussions were conducted during the last week of the 8-week BCT course. Separate focus groups were conducted with male and female soldiers and male and female drill sergeants.

Two protocols (see Appendices E and F) were designed for collecting qualitative data: (1) the Trainee Focus Group Protocol; and (2) the Drill Sergeant Focus Group Protocol. Major topics from the survey questionnaires were included in these protocols, providing an important link for interpreting the survey results. Several new questions, not covered in the surveys, were added to the protocols to identify the most and least effective training techniques and to elicit recommendations for improving gender-integrated training.

Separate focus groups discussions were conducted for males and females to encourage a more open discussion of sensitive issues related to gender-integration. Likewise, the drill sergeants and soldiers were interviewed separately to encourage freedom of expression among peers. Each focus group session lasted approximately 1 hour. All discussions took place in a private room and were conducted by ARI staff and contract personnel skilled in conducting such group discussions. In the 1993 study, males conducted the male groups and females conducted the female groups. In the 1994 and 1995 studies, groups were conducted without regard to gender of the focus group facilitators. Two facilitators conducted each group.

Each soldier group consisted of eight soldiers--two from each platoon in a company. In single-gender companies, only one group was conducted. In gender-integrated companies, one male and one female group were conducted. Focus group participants were selected by their drill sergeants. Drill sergeants were asked to use the following criteria in their selection: (1) include both peer leaders and regular soldiers, (2) include minorities and non-minorities, and (3) represent the range of attitudes toward gender-integrated training within the soldier population. A total of 16 soldier groups were conducted during the 1993 study, 8 focus groups in the 1994 study, and 20 focus groups during the 1995 study.

The drill sergeant focus group discussions were also gender-segregated to encourage open discussion. Each company commander was asked to select two male drill sergeants from each platoon and all female drill sergeants (due to the small number of female drill sergeants). The company commanders were asked to use the following selection criteria: (1) select both superior and average drill sergeants, (2) include minorities and non-minorities, and (3) represent the range of attitudes within the drill sergeant populations. Separate focus groups were conducted with company first sergeants in the 1993 and 1994 studies, but were discontinued in the 1995 study due to a different focus. A total of 42 drill sergeants participated in 1993, 23 participated in 1994, and 44 in 1995.

A detailed report on the focus group results is being published as a companion to this report (*Gender-Integrated Basic Combat Training 1995 Focus Group Report*, Marshall-Mies, et.al., in preparation).

### ***Survey Data Analysis***

The analysis consisted of: (1) paired-comparisons tests between pre-training and post-training results for soldier respondents in the 1995 study; (2) comparisons between training conditions (1993 single-gender, 1993 gender-integrated, 1994 gender-integrated, and 1995 gender-integrated); and (3) comparisons between male and female soldier respondents in the 1995 study. Due to the small number of respondents in the sample companies who attrited from the Army, no detailed analyses were conducted on the attrition questionnaire data.



The statistical tests used for the other analyses were Student's *t* for paired comparisons (pre- and post-training surveys) and Student's *t* for independent samples for training condition and gender differences. A significance level of .01 was chosen for all items.

Because of the large sample sizes of some groups, there were many cases where the *t*-value was statistically significant but the percent difference between the groups was small. A decision was made to subjectively assess all significant differences to determine whether the group differences were large enough to be of practical significance. To achieve consistency in reporting results, a decision rule was used as a criterion: a difference in the percentage response for an item must exceed the between groups' sampling error. Sampling error is the amount of measurement error that can occur by chance given the sample size and confidence interval. In this report, only those items that have a significant *t*-value and whose percent difference exceeds the between groups' sampling error are reported as statistically significant.

## FINDINGS

Results from the 1995 pre-training questionnaire, the post-training questionnaire, the drill sergeant questionnaire, and the attrition questionnaire are presented below. Where there are comparative data from the 1993 and 1994 soldier questionnaires, data for males and females from each survey period are shown. On items unique to the 1995 soldier questionnaires, only 1995 data for males and females are shown. While the 1995 study soldier data showed significant differences between the three battalions in the sample on many performance and attitudinal measures, this report will focus only on the total 1995 data base and will not report data for each battalion. Because the attrition questionnaire was first added in the 1995 study, and most of the drill sergeant questionnaire was new in the 1995 study, comparable data from 1993 and 1994 are not available.

### *1995 Pre-Training Questionnaire*

A total of 1,842 completed questionnaires were received from soldiers assigned to the sample companies at the Reception Battalions. This represents 99% of the soldiers eligible to receive a questionnaire.

#### Background Information

Background information on the respondents is shown in Tables 1 and 2. Of those completing the pre-training questionnaire, 74% were males and 26% were females. Significantly more males (77%) than females (60%) were white; 32% of the females and 16% of the males were black. Age and education level are skewed due to the large number of young high school students who were in the split-option program. Under this program, high school students who have signed an Army contract can complete BCT during the summer between their junior and senior years of high school. After graduation, they attend AIT during the following summer. In our sample, 32% of the males and 28% of the females were in the split-option program.

There were no gender differences in marital status or having dependent children--about 90% of both males and females reported they were single with no dependents. There were no significant gender differences in education level completed.

There were no gender differences in type of community soldiers grew up in, whether or not they lived at home before entering the Army, and their employment status before entering the Army. Most of the sample came from towns or suburbs/small cities, had lived at home before then entered the Army, and had a part-time or full-time job before entry.

Table 1. Soldiers' Background Information I (In Percent)

Items	Males	Females
Gender	74	26
Race/ethnicity		
White, not Hispanic/Spanish	69	56
Black	16	32
Hispanic/Spanish	10	8
Asian or Pacific Islander	4	3
American Indian, Aleut, Eskimo	2	1
Marital Status		
Single	90	90
Married	9	9
Legally separated	1	1
Dependent Children		
Yes	9	10
No	91	90
High School Rank		
Top 10%	11	22
11%-25%	20	21
26%-50%	27	24
Below the top 50%	10	9
Not applicable	32	23

Table 2. Soldiers' Background Information II (in Percent)

Items	Males	Females
Type of community you grew up in		
Rural (population less than 500)	12	12
Town (population 500 to 25,000)	38	36
Suburb or small city (25,000-100,000)	29	31
Large city (over 100,000)	21	21
Live at home with parents/guardians		
Yes, for 6 months or less	12	13
Yes, for more than 6 months	72	67
No	16	21
Employed before entering the Army		
No, full time student	18	19
No	6	8
Yes, part-time	54	48
Yes, full-time	23	25
Component of the Army you joined		
Army Reserve	32	35
Active Army	43	42
National Guard	26	23

A series of items measuring pride in the Army and expectations of the Army were included in the pre-training questionnaire. As seen in Table 3, the soldiers were very proud to be in the Army and were aware of the opportunities the Army offers.

Table 3. Soldiers' Pre-Training Attitudes Toward the Army (Percent Agree/Strongly Agree)

Item	Males	Females
I am proud to be in the Army.	91	89
I am looking forward to being a part of the Army team.	91	89
The Army offers you the opportunity to develop leadership skills.	92	94
The Army offers the opportunity to develop self-confidence.	92	90
The Army offers the opportunity to develop your potential.	90	88
The Army experience helps you to develop into a responsible, mature person.	90	88
The Army provides the opportunity to get and stay physically fit.	98	98

The vast majority of both male (75%) and female (74%) soldiers were pleased with their decision to join the Army (Table 4).

Table 4. Pleased with Decision to Join the Army Pre-Training (in Percent)

How pleased are you with your decision to join the Army?	Males	Females
Extremely pleased	41	39
Somewhat pleased	34	35
Not sure	19	21
Somewhat displeased	4	4
Extremely displeased	2	1

Included in the questionnaire were several questions that asked soldiers about their expectations of the Army and of BCT and how confident they were that they could meet the training challenges. Most of the soldiers either reported their first few days of Army life to be the same or better than they had expected (Table 5). Sixteen percent of the males and 17% of the females thought Army life was worse than they expected.

Table 5. Pre-Training Expectations of Army Life (in Percent)

So far, how does Army life compare to your expectations?	Males	Females
Much better than I expected	11	10
Somewhat better than I expected	27	27
About the same as I expected	47	46
Somewhat worse than I expected	13	14
Much worse than I expected	3	3

The level of confidence in their ability to perform certain tasks at BCT varied for males and females (Table 6). Both males and females expressed similar levels of confidence in their abilities to get along with people from all walks of life, to live in close quarters, to be away from their family and friends, and to adjust to the Army lifestyle. However, males were significantly more likely to be confident in their abilities to perform physical tasks: completing 12-mile road marches ( $t = -.83$ ); complete fire and maneuver course ( $t = -10.0$ ); qualify on a rifle marksmanship test ( $t = -9.15$ ); complete a 2-mile run ( $t = -6.99$ ); complete the required push-ups on the APFT test ( $t = -7.92$ ); throw a live grenade ( $t = -8.79$ ); and climb a vertical ladder that is several stories high ( $t = -7.89$ ).

The only physical activity the females were as confident in their ability to perform as males was completing the required number of sit-ups on the APFT test. This was surprising given the soldiers' reports of physical activities they had performed in the month before they came to BCT (Table 7). While the types of activities showed some variation by gender, there was no significant difference in the number of males and females who reported doing some activity to help prepare them physically for BCT.

Table 6. Soldiers' Pre-Training Performance Expectations (Percent Very/Extremely Confident )

How confident are you that you will be able to do the following:	Males	Females
Get along with people from all walks of life?	77	78
Complete road marches of up to 12 miles? *	66	48
Live in close quarters with many other people?	78	73
Complete the fire and maneuver course? *	82	62
Remain calm under stress?	71	63
Hit enough targets on a range to qualify on a rifle marksmanship test? *	79	62
Be away from your family and friends for a long period of time?	59	60
Complete the 2-mile run on the Army physical fitness test (PT Test)? *	83	70
Complete the required push-ups on the PT test? *	84	69
Complete the required sit-ups on the PT test?	86	80
Adapt to the disciplined lifestyle of the Army?	76	75
Throw a live grenade into an enemy position? *	90	79
Climb a vertical ladder that is several stories high? *	83	68

\* Statistically significant at  $p < .01$

Table 7. Pre-Training Reports of Physical Activity Before BCT (in Percent)

In the month before you came to Basic Training, which of the following physical activities did you do to prepare yourself? MARK ALL THAT APPLY	Males	Females
Walked/ran/did aerobics several times a week *	54	69
Did upper body exercises several times a week *	55	44
Did sit-ups/crunches several times a week	43	50
Did some other exercise several times a week	51	46
Did not do any physical activities	24	20

\* Statistically significant at  $p < .01$

There were no significant differences between males in females in confidence in their ability to complete their full term of enlistment (Table 8) or in their confidence that they will be able to perform well in Basic Training (Table 9).

Table 8. Pre-Training Confidence in Completing Enlistment Term (in Percent)

How confident are you that you will be able to complete your full term of enlistment?	Males	Females
Extremely confident	67	65
Very confident	24	26
Moderately confident	7	8
Slightly confident	1	1
Not at all confident	1	0

Table 9. Confidence in Performing Well in BCT (in Percent)

How confident are you that you will be able to perform well in Basic Training?	Males	Females
Extremely confident	42	35
Very confident	38	38
Moderately confident	17	21
Slightly confident	2	4
Not at all confident	1	1

Both males and females report their parents/guardians and their spouse/boyfriend/girlfriends are supportive of their being in the Army. Females were more likely than males to report their parents/guardians being very supportive (72% vs. 64%) and their spouse/boyfriend/girlfriend being very supportive (38% vs. 24%). Males and females were more likely to report parental support than support from their spouse/boyfriend/girlfriend (Tables 10 and 11).



Table 10. Parental Support for Army Career Pre-Training (in Percent)

How supportive are your parents/guardians of your being in the Army now?	Males	Females
Very supportive	64	72
Fairly supportive	19	9
Mixed or neutral	13	12
Fairly unsupportive	2	2
Very unsupportive	1	2
Don't know/not applicable	1	3

Table 11. Support of Spouse/Boyfriend/Girlfriend for Army Career Pre-Training (in Percent)

How supportive is your spouse/boyfriend/ girlfriend of your being in the Army now?	Males	Females
Very supportive	24	38
Fairly supportive	19	13
Mixed or neutral	23	17
Fairly unsupportive	5	3
Very unsupportive	5	4
Don't know/not applicable	25	25

A series of questions measuring soldiers' commitment to the Army were included. Table 12 shows the levels of commitment to completing their full term of enlistment. Both males and females report high levels of commitment to completing their full term of enlistment.

Table 12. Pre-Training Commitment to Completing Obligation (in Percent)

How committed are you to completing your full term of enlistment?	Males	Females
Very strongly committed	63	67
Strongly committed	30	27
Moderately committed	5	4
Slightly committed	1	0
Not at all committed	1	1

Soldiers were asked if their commitment to an Army career had changed since signing their Army contracts (Table 13). Both males and females were more likely to report that their levels of commitment were somewhat greater (35% and 32%) and much greater (26% and 28%) than when they signed their Army contracts.

Table 13. Change in Commitment to Army Career (in Percent)

How has your commitment to an Army career changed since you signed your Army contract?	Males	Females
Much greater now	26	28
Somewhat greater now	35	32
About the same as it was when I signed	31	33
Somewhat less now	6	6
Much less now	2	1

Soldiers were also asked about their current Army career intentions. There were no significant differences between males and females in their career intent (Table 14). While 43% of the males and 38% of the females report they will probably or definitely stay in until retirement, 31% of the males and 32% of the females report they will probably or definitely leave the Army at the end of their obligation.

Table 14. Current Army Career Intentions--Pre-Training (in Percent)

	Males	Females
Probably stay in until retirement	32	30
Definitely stay in until retirement	11	8
Probably stay in beyond my present obligation	22	22
Definitely stay in beyond my present obligation	4	8
Probably leave at end of my present obligation	24	27
Definitely leave at end of my present obligation	7	5

### *Entry-level Physical Performance*

The Army Physical Fitness Test (APFT) is administered four times during BCT. The first administration usually occurs on the second or third day after reporting to the training company. Drill sergeants administer and grade the test and give feedback to soldiers to help them improve their performance.

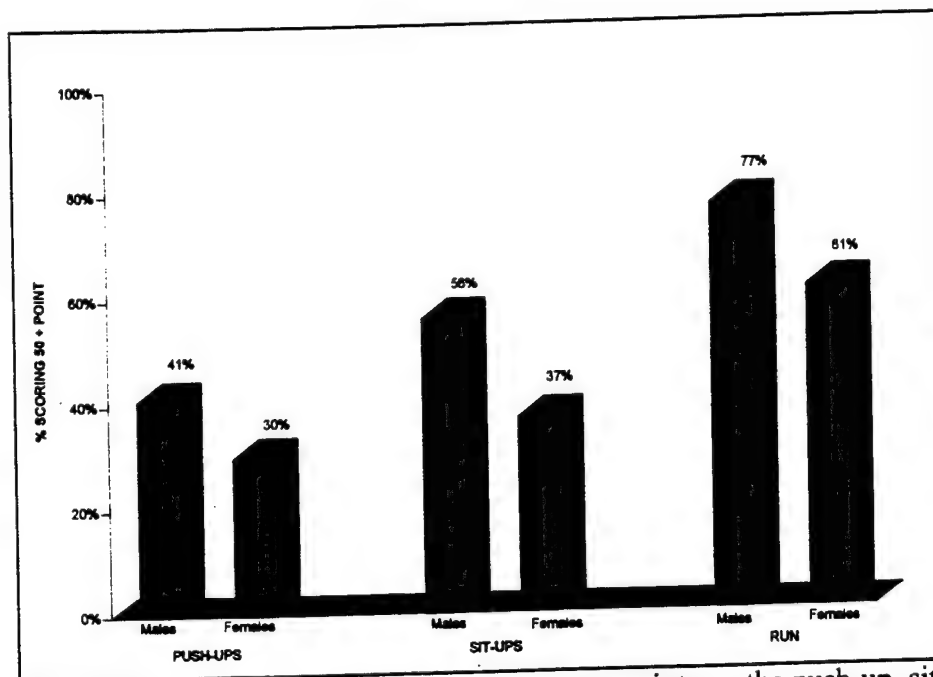


Figure 2. Percent of males and females scoring 50 or more points on the push-up, sit-up and run events on their first (diagnostic) Army Physical Fitness Test (APFT).

An assessment of entry-level physical condition gives drill sergeants information about the condition of individual soldiers as well as that of their platoon. Also, run times are used to assign soldiers to run groups. By grouping soldiers with similar times, soldiers are able to achieve aerobic conditioning regardless of their entry-level condition.

As shown in Figure 2, males were more likely than females to score at least 50 points in push-ups, sit-ups and run. Both males and females performed better in the run than in the other two events.

### ***Training Performance***

Measures of training performance used are: (1) percent of soldiers scoring at least 50 points on each of three events on the final Army Physical Fitness Test; (2) percent of soldiers qualifying on the Basic Rifle Marksmanship test; and (3) percent of soldiers achieving a first-time-go on end-of-cycle Individual Proficiency Tests.

Data for males and females in the 1993 single-gender companies ('93 SG), the 1993 gender-integrated companies ('93 GI), the 1994 gender-integrated companies ('94 GI), and the 1995 gender-integrated companies ('95 GI) are included in tables.

As seen in Figure 3, almost all soldiers are able to pass their end-of-cycle APFT (150 points). From AIT throughout their Army career, soldiers must score at least 60 points in each of the events (push-ups, sit-ups, and run) for a total of 180 points. The percent of soldiers scoring at this level for each of these events is shown in Figures 4, 5, and 6. In Figure 4, males in the '95 GI companies were less likely to score 60 points in the push-up event, but females in the '95 study continued to excel. As seen in Figure 5, males and females in the '95 GI companies were more likely to achieve 60 points in the sit-up event. Both the males and the females in the '95 GI companies were more likely to score at least 60 points in the 2-mile run (Figure 6). Overall, females in the '95 GI companies performed better than females in the other companies on all three events. Males in the '95 GI companies did better on 2 of the 3 events.

Soldiers in the 1995 study did not perform as well as soldiers in the previous studies on first-time-go on BRM qualification (Figure 7). However, end-of-day-go rates are consistent with those from the 1993 and 1994 studies (Figure 8).

A high percentage of soldiers in all companies scored first-time-go on the end-of-cycle tests (Figure 9). Both males and females performed equally well.

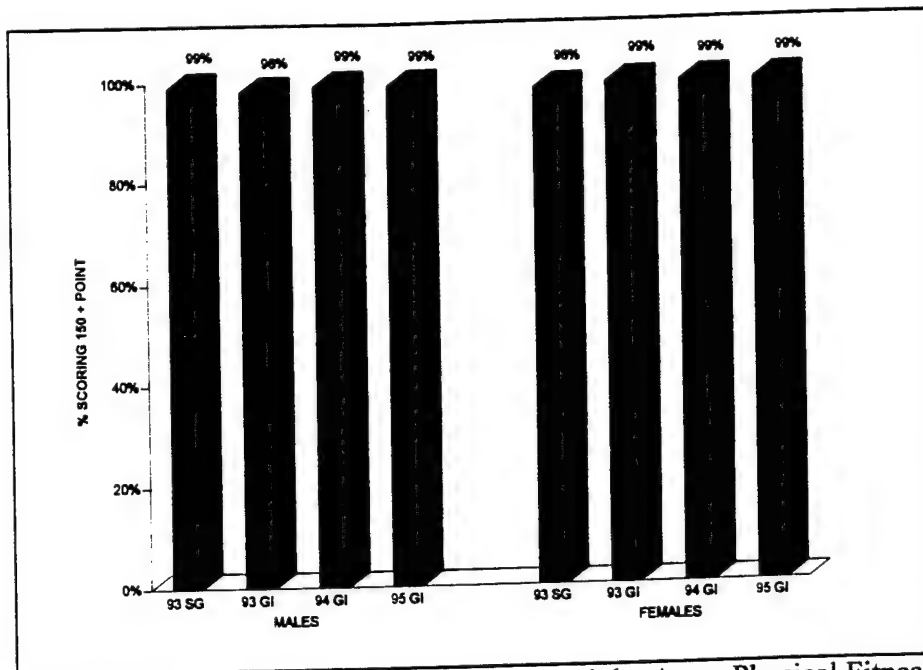


Figure 3. Percent of male and female soldiers who passed the Army Physical Fitness Test during Basic Combat Training (BCT) with scores of 150 or more points (BCT pass level)

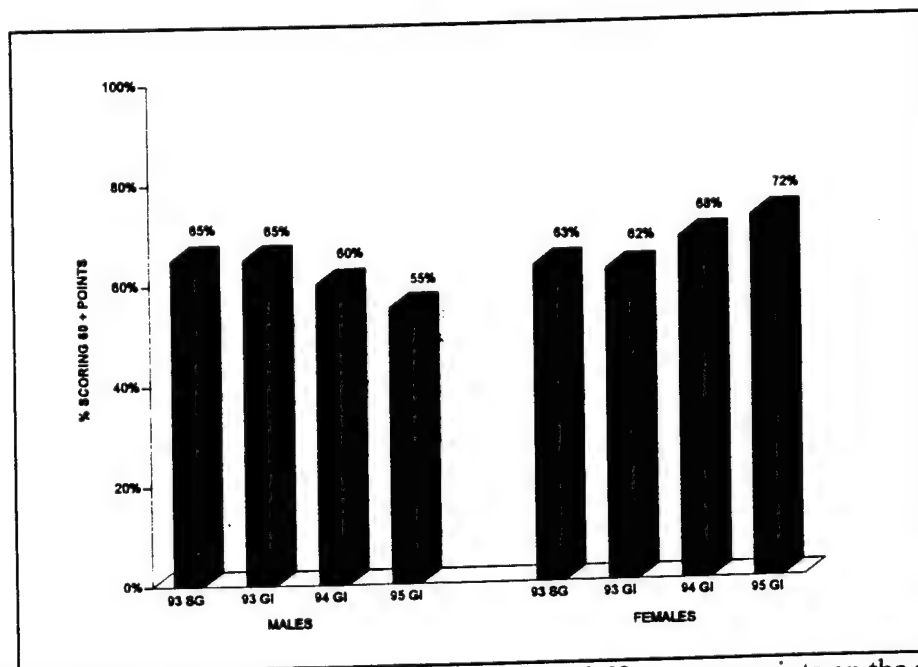


Figure 4. Percent of male and female soldiers who scored 60 or more points on the push-up portion of the Army Physical Fitness Test during Basic Combat Training

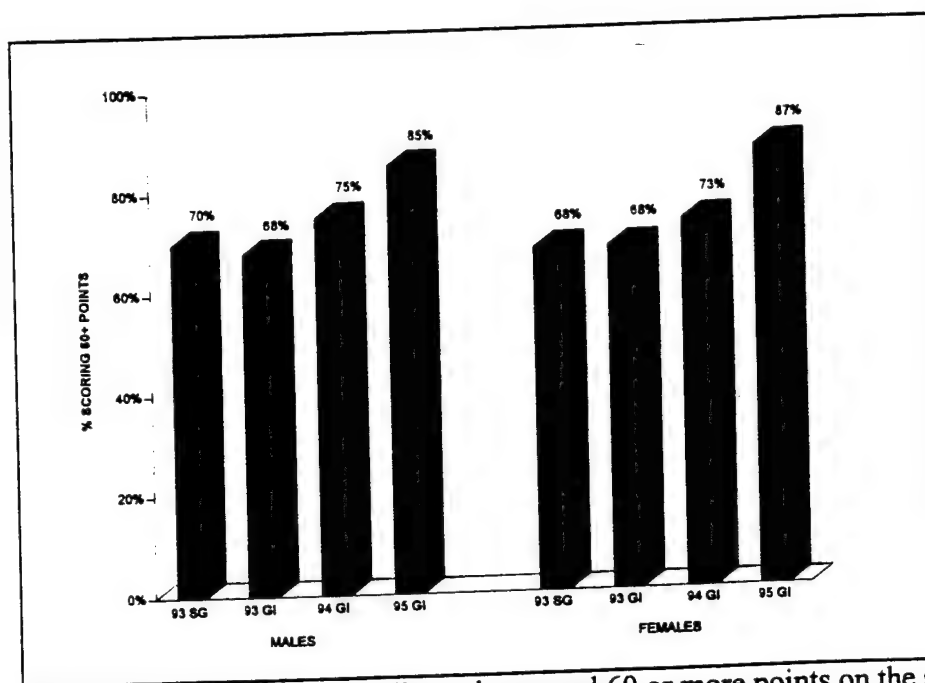


Figure 5. Percent of male and female soldiers who scored 60 or more points on the sit-up portion of the Army Physical Fitness Test during Basic Combat Training

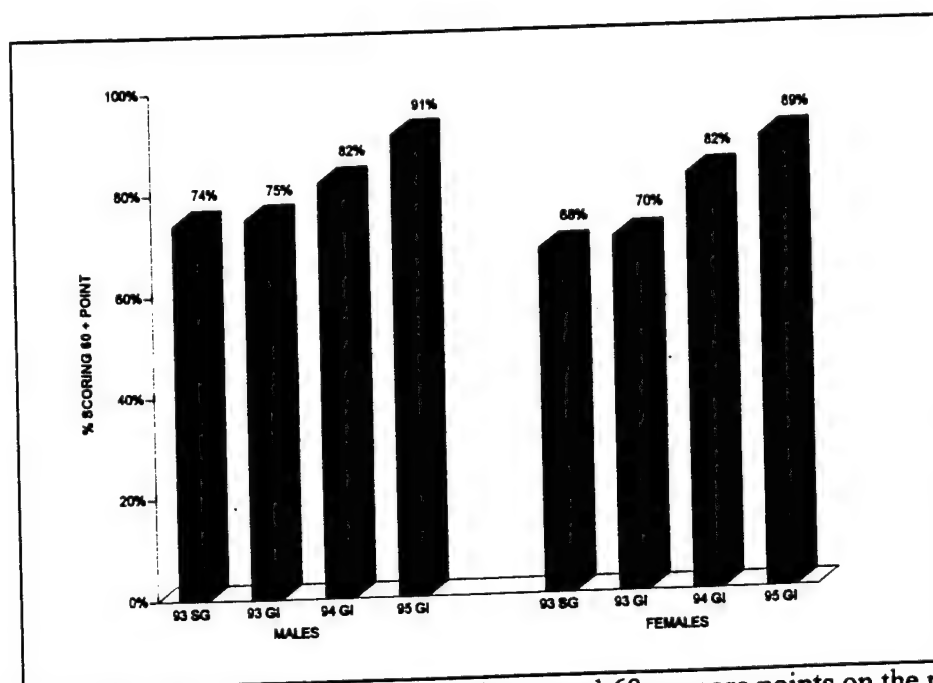


Figure 6. Percent of male and female soldiers who scored 60 or more points on the run portion of the Army Physical Fitness Test during Basic Combat Training

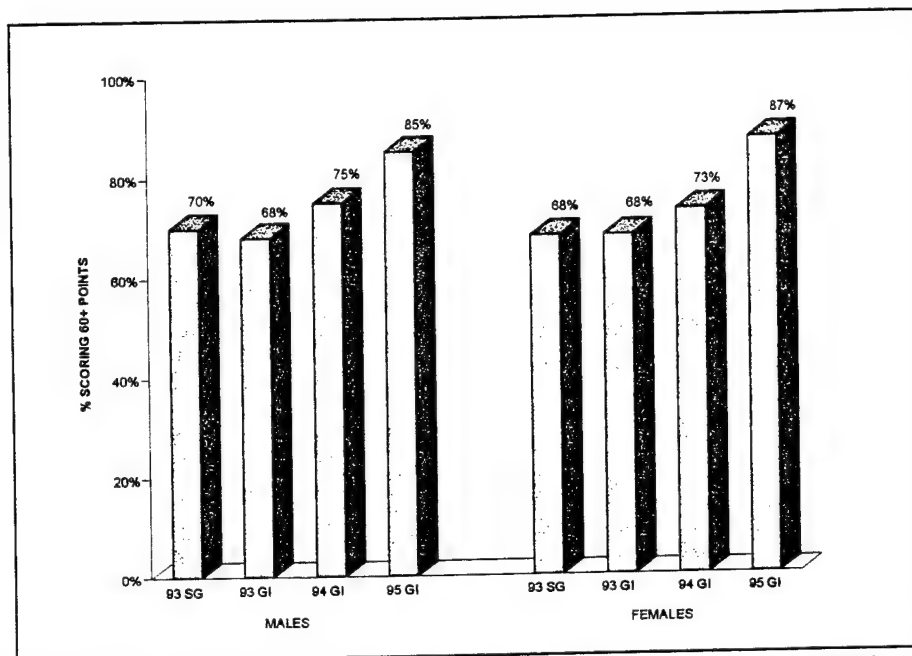


Figure 5. Percent of male and female soldiers who scored 60 or more points on the sit-up portion of the Army Physical Fitness Test during Basic Combat Training

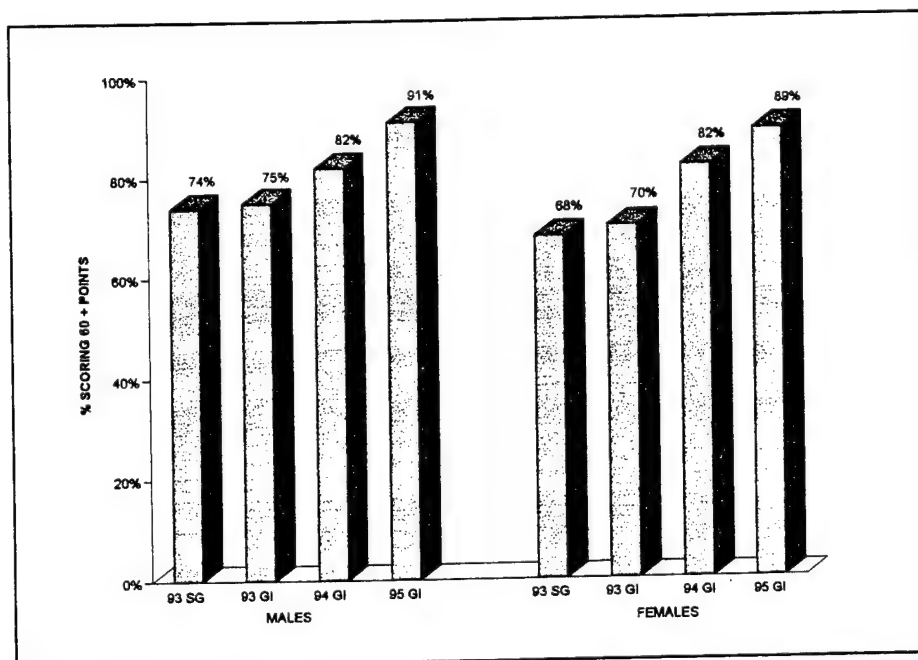


Figure 6. Percent of male and female soldiers who scored 60 or more points on the run portion of the Army Physical Fitness Test during Basic Combat Training

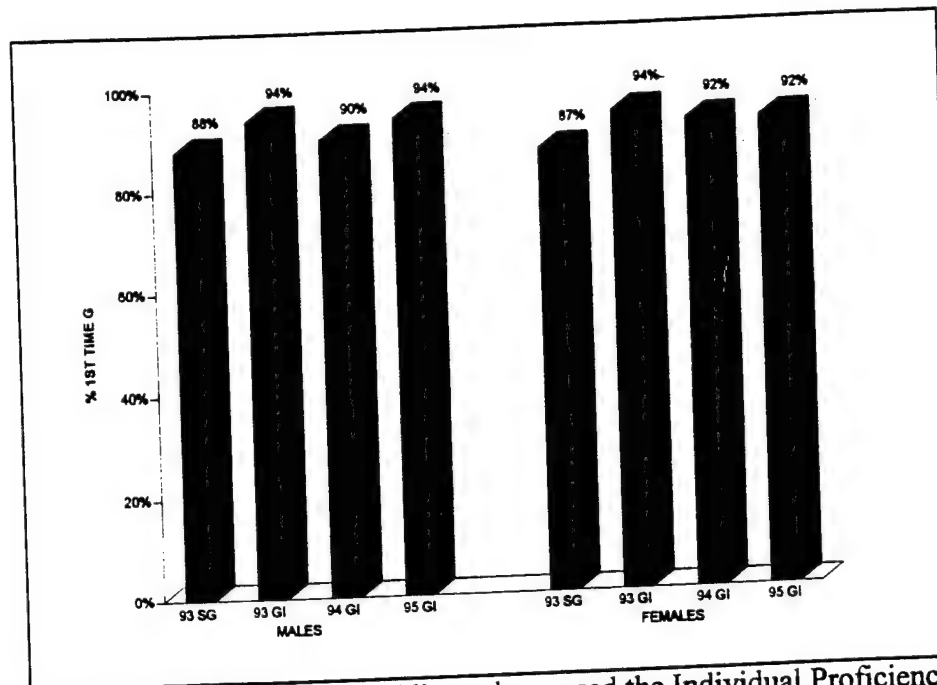


Figure 9. Percent of male and female soldiers who passed the Individual Proficiency Tests on the first attempt during Basic Combat Training

### ***Post-Training Questionnaire Results***

Many of the items in the 1993 and 1994 post-training questionnaires were also included in the 1995 study. For those replicated items, data for all three studies are displayed. Data unique to the 1995 study are shown for males and females only.

Data analyses include comparisons between: (1) males in the 1995 study and males in the previous studies; (2) females in the 1995 study and females in the previous studies; (3) males and females in the 1995 study; and (4) pre- and post-training results for males and females in the 1995 study.

### **Attitudes Toward the Army**

As seen in Table 15, soldiers remained proud to be in the Army and believed the Army offers opportunities for their personal development. There were no significant differences between type of company (single-gender or gender-integrated), gender, or pre- post-administrations.

Both males and females reported they were satisfied/very satisfied with their choice to enlist in the Army (Table 16). There were no significant differences among females, but males in the '93 GI companies were significantly less satisfied than males in the '95 study ( $t = 4.032$ ).

An additional question that was added to the 1995 study asked soldiers how pleased they were with their decision to join the Army (Table 17). There were no significant differences between males and females in the 1995 study. There were significant differences between responses in



the pre- and post- training questionnaires. Both males ( $t = 3.548$ ) and females ( $t = 5.311$ ) were more pleased with their decision after they had finished training.

Table 15. Soldiers' Attitudes Toward the Army (Percent Agree/Strongly Agree)

Item	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
I am proud to be in the Army.	95	94	95	95	95	92	90	93
I am looking forward to being a part of the Army team.	93	92	92	93	92	90	87	91
The Army offers you the opportunity to develop leadership skills.	96	93	92	92	93	93	93	97
The Army offers the opportunity to develop self-confidence.	97	96	97	95	95	96	94	93
The Army offers the opportunity to develop your potential.	93	93	92	92	90	92	91	94
The Army experience helps you to develop into a responsible, mature person.	89	86	87	87	82	84	84	86
The Army provides the opportunity to get and stay physically fit.	96	98	94	96	95	96	93	97

Table 16. Satisfaction with Choice to Enlist--Post-Training (in Percent)

	Study Group							
	Males				Females			
How satisfied are you with your choice to enlist in the Army?	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
Satisfied/Very satisfied	90	68*	89	86	87	87	85	84
Neither satisfied nor dissatisfied	8	17	9	12	8	6	10	13
Dissatisfied/Very dissatisfied	2	16	2	2	4	7	5	3

\*Statistically significant at  $p > .01$

Table 17. Pleased with Decision to Join the Army--Post-Training (in Percent)

How pleased are you with your decision to join the Army?	Males	Females
Extremely pleased	49	53
Somewhat pleased	34	29
Not sure	12	12
Somewhat displeased	4	4
Extremely displeased	2	1

Another item unique to the 1995 study asked how Army life compared to their expectations (Table 18). Again, there were no significant gender differences but there were significant differences from the pre- to post-training responses. After BCT, males ( $t = 2.871$ ) and females ( $t = 3.752$ ) were more likely to report Army life was better than they expected.

Table 18. Post-Training Expectations of Army Life (in Percent)

So far, how does Army life compare to your expectations?	Males	Females
Much better than I expected	21	25
Somewhat better than I expected	31	34
About the same as I expected	37	32
Somewhat worse than I expected	9	8
Much worse than I expected	2	1

#### Morale, Teamwork, and Cohesion

A series of questions measured platoon and individual morale, teamwork and cohesion in all three studies. The 1993 study found that males trained in gender-integrated companies and females trained in single-gender companies reported lower rates of platoon morale, teamwork, and cohesion than their counter-parts.

As seen in Table 19, males in the '95 GI companies study reported significantly higher levels of platoon morale than '93 GI males ( $t = 3.70$ ), but as a group they were still lower than males in the '93 SG companies ( $t = 2.976$ ). Females in the '95 GI companies reported significantly higher levels of platoon morale than females in the '93 SG companies. Overall, females in the gender-integrated companies reported higher platoon morale than females in the single-gender companies ( $t = 5.425$ ). There were no significant differences in platoon morale for males and females in the 1995 study.

There were no significant differences in reports of individual morale between training companies or between males and females (Table 20). Individual morale is higher than reports of platoon morale and have remained consistently high over the study period.

Six items were used to measure platoon teamwork (Table 21). These items were factor analyzed using principal components analysis with an orthogonal rotation. The factor matrix yielded a single factor which included all six items. All items were correlated at the .70 or above level using Pearson's product moment correlation coefficient. A reliability analysis produced a Cronbach's alpha of .82, indicating the items are measuring the same construct. Item-total correlation's were all .72 or higher giving further evidence of the items forming a single measure of teamwork. Similar analyses were conducted on each study group with comparable results.

Table 19. Platoon Morale (in Percent)

Rating of current level of morale in your platoon	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
High/Very high	67*	50*	63	58	36*	51	51	55
Moderate	25	37	28	32	48	39	43	36
Low/Very low	8	13	8	9	16	10	6	10

\*Statistically significant at  $p < .01$

Table 20. Individual Morale (in Percent)

Rating of individual's current level of morale	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
High/Very high	76	72	75	74	71	67	66	69
Moderate	20	22	19	20	24	28	30	28
Low/Very low	4	6	6	5	5	5	5	4

Males in the '95 GI companies reported significantly more teamwork than males in the '93 GI companies ( $t = 3.721$ ). On four of the six items, males in the '93 GI companies reported lower amounts of teamwork in their platoons than did '95 GI males: soldiers make each other feel like doing a good job ( $t = 4.277$ ); soldiers work well together ( $t = 3.551$ ); members help each get the job done ( $t = 6.396$ ); and members work hard to get things done ( $t = 4.528$ ). On the item "Members of my platoon encourage each other to succeed during training" the '95 GI males were significantly lower than the '93 SG males ( $t = 4.278$ ).

Females in the '93 SG companies reported significantly less teamwork than females in the '95 study ( $t = 7.612$ ). In fact, females in the single-gender companies reported lower teamwork than

in *any* of the gender-integrated companies. Females in the '93 SG companies were significantly lower than the '95 GI females on: soldiers make each other feel like doing a good job ( $t = 6.366$ ); soldiers work well together ( $t = 3.91$ ); members work hard to get things done ( $t = 4.419$ ); and, members pull together and share the load ( $t = 5.129$ ).

Table 21. Soldiers Teamwork (Percent Agree/Strongly Agree)

Item	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
The soldiers in my platoon make each other feel like doing a good job.	33	28*	41	37	22*	37	45	41
The soldiers in my platoon work well together.	50	39*	47	47	31*	48	43	42
Members of my platoon help each other to get the job done.	54	41*	59	55	54	61	55	57
Members of my platoon encourage each other to succeed during training.	80*	72	71	70	75	76	82	77
Members of my platoon work hard to get things done.	61	49*	62	59	47*	61	60	62
Members of my platoon pull together and share the load	52	40*	53	47	38*	52	53	55

\*Statistically significant at  $p < .01$

Six items were used to measure platoon cohesion (Table 22). These items were factor analyzed using principal components analysis with an orthogonal rotation. The factor matrix yielded a single factor which included all six items. All items were correlated at the .70 or above level using Pearson's product moment correlation coefficient. A reliability analysis produced a Cronbach's alpha of .84, indicating the items are measuring the same construct. Item-total correlations were all .73 or higher, giving further evidence of the items forming a single measure of teamwork. Similar analyses were conducted on each study group with comparable results.

On two of the six items, males in the '95 GI companies reported significantly higher levels of cohesion than males in the '93 GI companies. The '95 GI males were more likely than '93 GI males to report that in their platoons soldiers really cared about what happens to each other ( $t = 6.307$ ) and that soldiers like being in this platoon ( $t = 4.065$ ). There were no significant differences in the levels of cohesion reported by the '95 GI males and the '93 SG males.

Females in the '93 SG companies reported lower levels of cohesion on all six items than any of the gender-integrated companies. The '95 GI females were significantly more likely than '93 SG females to report that in their platoons soldiers really care about what happens to each other ( $t = 4.904$ ), soldiers trust one another ( $t = 8.625$ ), soldiers feel close to each other ( $t = 7.603$ ), soldiers like being in this platoon ( $t = 8.103$ ), soldiers respect one another ( $t = 7.700$ ), and soldiers like one another ( $t = 6.444$ ).

Table 22. Soldiers Cohesion (Percent Agree/Strongly Agree)

Item	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
In my platoon the soldiers really care about what happens to each other.	38	31*	40	44	33*	42	45	47
Soldiers in my platoon can trust one another.	37	28	32	34	13*	23	32	30
Soldiers in my platoon feel very close to each other.	33	27	39	35	21*	31*	39	41
Soldiers like being in this platoon.	61	52*	63	60	34*	51*	64	61
Soldiers in my platoon really respect one another.	26	18	29	25	9*	19	28	27
Soldiers in my platoon like one another.	37	34	41	36	24*	39	39	41

\*Statistically significant at  $p < .01$

### Discrimination and Sexual Harassment

The 1995 study included questions on discrimination and sexual harassment. As shown in Table 23, significantly more females than males reported they had been subjected to discrimination during BCT ( $t = -2.92$ ). Most of the difference lies in the area of gender discrimination with 24% of the females reporting they had been subjected to gender discrimination compared with 7% of the males reporting the same ( $t = 9.55$ ).

The survey also included questions on sexual harassment, using the following definition of sexual harassment (AR 600-20):

*Sexual harassment is a form of sexual discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.*

Soldiers were then asked if they had experienced sexual harassment since their enlistment and the places where this harassment had occurred. Table 24 shows the reported incidence of sexual

Table 23. Soldiers Subjected to Discrimination (in Percent)

Types of discrimination experienced?	Males	Females
None	74	66*
Racial	13	11
Religious	4	3
Gender	7	24*
National origin	2	2
Other (age, weight, etc.)	11	12

\*Statistically significant at  $p < .01$

harassment. Females were significantly more likely than males to report they had experienced sexual harassment ( $t = -8.70$ ). Most often the harassment occurred in the barracks or during training activities. Other trainees accounted for most of the harassment with drill sergeants the second most frequently mentioned source. About half of those who were harassed reported the incident to their chain of command, with action being taken about half of the time.

In all three surveys, soldiers were asked about their perceptions of equality of treatment and performance. Data for the gender-integrated companies for each year are shown in Table 25. For both males and females, soldiers in the '95 GI companies were significantly more likely than soldiers in the '93 GI or the '94 GI companies to report that males and females were expected to achieve to the same standards, worked as hard in performing their tasks, performed equally well in their assigned tasks, and worked well together as a team.

Table 24. Incidence of Sexual Harassment (in Percent)

Soldiers reporting they have been sexually harassed since their Army enlistment	Males	Females
Not experienced sexual harassment	94	79*
Yes, at Recruiting Station	1	2
Yes, at Reception Battalion	1	3
Yes, during training activities	1	8
Yes, in the barracks	1	9
Yes, elsewhere on post	1	3

\*Statistically significant at  $p < .01$ 

Table 25. Soldiers' Opinions of Performance (Percent Choosing this Answer)

Item	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
Male and female soldiers were expected to achieve to the same standards during BCT	NA	22*	31	42	NA	42*	55	58*
Male and female soldiers worked as hard in performing their assigned tasks during BCT	NA	39*	43*	54	NA	68	61	69*
Male and female soldiers performed equally well in their assigned tasks	NA	46*	46	57	NA	64	59	71*
Male and female soldiers worked well together as a team	NA	36*	44*	56	NA	55	54	65*

\*Statistically significant at  $p < .01$



There were significant differences between males and females in the '95 study. Females were significantly more likely than males to report that both males and female soldiers were expected to achieve to the same standards ( $t = -7.12$ ), worked as hard in performing their assigned tasks ( $t = -6.79$ ), performed equally well in their assigned tasks ( $t = 8.53$ ), and worked well together ( $t = -4.53$ ).

#### Confidence and Commitment

The 1995 post-training questionnaire included two questions measuring confidence, two questions on support from family and friends, and three questions on commitment to the Army. There were no significant differences between males and females in confidence in their ability to complete their first term of enlistment (see Table 26), nor were there significant differences among the males and among the females from the pre- to the post-training questionnaires.

Table 26. Post-Training Confidence in Completing Enlistment Term (in Percent)

How confident are you that you will be able to complete your full term of enlistment?	Males	Females
Extremely confident	63	57
Very confident	27	29
Moderately confident	8	10
Slightly confident	1	2
Not at all confident	1	2

As shown in Table 27, males and females expressed high levels of confidence in their ability to perform well in their AIT--their next step in becoming soldiers. There were no significant differences between males and females.

Table 27. Post-Training Confidence in Performing Well at AIT (in Percent)

How confident are you that you will be able to perform well in your AIT?	Males	Females
Extremely confident	55	49
Very confident	32	31
Moderately confident	11	17
Slightly confident	2	1
Not at all confident	1	2

For all soldiers, parents/guardians remained very supportive of their being in the Army (Table 28). There were no significant differences between males and females in the post-training survey nor were there significant differences from pre- to post-training.

Table 28. Post-Training Parental Support for Army Career (in Percent)

How supportive are your parents/guardians of your being in the Army now?	Males	Females
Very supportive	71	74
Fairly supportive	15	11
Mixed or neutral	10	10
Fairly unsupportive	2	1
Very unsupportive	1	1
Don't know/not applicable	1	4

Although levels of support of spouses, boyfriends or girlfriends remain lower than that of parents or guardians, the level of support for males and females remains consistent (Table 29). There are no significant differences between males and females and from pre-to post-training.

In both the pre- and post-training surveys, soldiers were asked how committed they were to completing their full term of enlistment. As seen in Table 30, commitment has remained high and stable for both males and females. There were no significant differences in commitment between males and females and from pre- to post-training.

Table 29. Post-Training Support of Spouse/Boyfriend/Girlfriend for Army Career (in Percent)

How supportive is your spouse/boyfriend/girlfriend of your being in the Army now?	Males	Females
Very supportive	34	39
Fairly supportive	18	12
Mixed or neutral	17	13
Fairly unsupportive	3	3
Very unsupportive	5	3
Don't know/not applicable	23	31

Table 30. Post-Training Commitment to Completing Obligation (in Percent)

How committed are you to completing your full term of enlistment?	Males	Females
Very strongly committed	62	63
Strongly committed	25	25
Moderately committed	9	10
Slightly committed	3	1
Not at all committed	1	1

Table 31. Effects of BCT on Commitment to Army Career (in Percent)

How has your commitment to an Army career changed since you started BCT?	Males	Females
Much greater now	31	34
Somewhat greater now	29	25
About the same as it was when I started BCT	33	32
Somewhat less now	6	7
Much less now	2	2

The pre-training questionnaire asked if soldiers' commitment to an Army career had changed since signing their contract. The post-training questionnaire asks if their commitment has changed since starting BCT (Table 31). Sixty percent of the males and 59% of the females reported their commitment had increased since starting BCT.

The 1993 through 1995 studies included a question on career intent that asks if soldiers plan to probably or definitely stay until retirement, probably or definitely stay beyond their current obligation, or probably or definitely leave at the end of their current obligation. Table 32 shows their career intentions. Intent has remained stable for males and for females during the study period. There were no significant differences in intent for males or females regardless of the type of training company, their gender, or from pre- to post-training.

#### Soldiers' Ratings of their Drill Sergeants

The post-training questionnaires contained a series of questions that ask soldiers about their drill sergeants. Using factor analysis, these items grouped into three factors: drill sergeant performance, drill sergeant support for the platoon, and drill sergeant personal support.

The six items that formed the drill sergeant performance factor are shown in Table 33. On all of the items, the males in the '93 SG companies rated their drill sergeants' performance higher than males in the gender-integrated companies. The '93 SG males were significantly more positive than the '95 GI males on rating drill sergeants in: working right along with their soldiers in the field ( $t = 6.224$ ); keeping informed about the progress soldiers are making ( $t = 5.864$ ); being the kind that soldiers want to serve under in combat ( $t = 6.359$ ); and soldier respect ( $t = 5.993$ ).

Table 32. Current Army Career Intentions--Post-Training (in Percent)

	Study Group							
	Males				Females			
Career intentions	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
Probably stay in until retirement	30	35	32	29	28	27	33	25
Definitely stay in until retirement	12	9	16	12	9	8	11	11
Probably stay in beyond my present obligation	20	25	22	24	25	25	26	28
Definitely stay in beyond my present obligation	3	3	6	4	6	7	2	6
Probably leave end of my present obligation	29	23	18	25	28	25	21	25
Definitely leave end of my present obligation	6	7	5	6	4	8	8	6

There were no significant differences among females on any of the six items, nor were there any significant differences between males and females in the 1995 study.

Soldiers' ratings of drill sergeant support of the platoon are shown in Table 34. Males in the '93 SG companies rated the drill sergeants more positively than males in the GI companies. There were significant differences between the '93 SG males and the '95 GI males on drill sergeants: listening and being concerned when soldiers go for help ( $t = 7.945$ ); making themselves available to soldiers ( $t = 4.809$ ); understanding soldiers ( $t = 4.68$ ); helping solve personal problems ( $t = 5.787$ ); and keeping soldiers informed ( $t = 8.903$ ).

Females in the '95 GI study rated the drill sergeants more positively than females in the '93 SG companies on drill sergeants' understanding soldiers ( $t = 4.333$ ), keeping soldiers informed

( $t = 3.349$ ), and in the chain of command working well ( $t = 3.539$ ). There were no significant differences between males and females on any of these questions..

The 1995 study added four questions to measure soldiers' perceptions of their drill sergeants' support for them personally (Table 35). Most male and females soldiers felt their drill sergeants were understanding, supportive, and knew their soldiers' capabilities. There were no significant differences between males and females on any of these questions.

Table 33. Soldiers' Ratings of DS Performance (Percent Agree/Strongly Agree)

Item	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
The drill sergeants in my platoon work right along with their soldiers under the same hardships in the field.	84*	72	75	73	84	82	74	75
The drill sergeants in my platoon can show the soldiers how best to perform a task.	94	86	87	86	87	88	86	93
Drill sergeants in my platoon keep themselves informed about the progress soldiers are making in their training.	86*	76	75	74	83	83	81	79
"The drill sergeants in my platoon really know their stuff."	97	86	90	89	88	88	88	93
The drill sergeants in my platoon are the kind that soldiers want to serve under in combat.	93*	82	84	83	77	81	85	85
Soldiers respect the drill sergeants in my platoon.	90*	79	77	81	77	82	83	83

\*Statistically significant at  $p < .01$

Table 34. Soldiers' Ratings of DSs' Platoon Support (Percent Agree/Strongly Agree)

Item	Study Group							
	Males				Females			
	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
When a soldier in my platoon goes for help, the drill sergeants listen well and are concerned about what the soldier says.	78*	59	61	60	62	71	64	65
When a soldier wants to talk, the drill sergeants make themselves available.	73*	58	61	62	63	69	70	67
Drill sergeants really understand the soldiers in my platoon.	67*	45	58	55	46*	56	54	56
When asked for help in solving a personal problem, drill sergeants in my platoon do their best to help out.	78*	65	67	65	70	76	74	72
The chain of command works well in my platoon.	52	43	52	47	38*	46	56	50
The drill sergeants in my platoon keep their soldiers well informed about what is going on.	85*	56	65	64	54*	63	71	65

\*Statistically significant at  $p < .01$

Table 35. Soldiers' Ratings of DS Personal Support (Percent Agree/Strongly Agree)

Items	Males	Females
My drill sergeants understand my problems and needs.	53	53
My drill sergeants give me the help and support I need to get the job done.	62	67
My drill sergeants know what I am capable of doing.	66	70
I usually know how satisfied my drill sergeants are with what I do.	57	58

#### Soldiers' Opinions of their Training

Soldiers were asked to evaluate their training on the basis of how hard/easy it was, if they improved in their abilities, how hard they were pushed during training, and an overall assessment of their training.

Overall, males in the '95 GI companies were more likely than males in the '93 SG companies ( $t = 4.039$ ), the '93 GI companies ( $t = 12.75$ ) or the '94 GI companies ( $t = 4.798$ ) to report training was harder than they had expected (Table 36). The females in the '95 GI companies also were likely than the '93 SG companies ( $t = 3.874$ ), the '93 GI companies ( $t = 7.7$ ), or the '94 GI companies ( $t = 3.932$ ) to report BCT was harder than they expected.

There were no significant differences between males and females on this item.

Most of the males (62%) and females (70%) in the 1995 study reported they were pushed the right amount during training (Table 37). Although males were more likely than females to report they had not been pushed hard enough, there was no statistically significant difference.

A series of questions asked soldiers if they had improved, stayed the same, or gotten worse in several areas (Table 38). Overall, most soldiers reported they had improved their levels of physical fitness, self-confidence, degree of mental toughness, ability to cope with stress, ability to lead, and their ability to succeed in the Army. The only statistically significant differences were between the '95 GI males and the '94 GI males in their ability to cope with stress ( $t = 2.904$ ) and their ability to lead ( $t = 4.113$ ). Males in the '94 GI companies were more likely than males in the '95 GI companies to report they had improved in these areas.

There were no significant differences among females on any of these items, nor were there any significant differences between males and females in the 1995 study.

Table 36. BCT Was Harder/Easier Than Expected (in Percent)

	Study Group							
	Males				Females			
Rating of the Hardness/Ease of BCT*	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
Harder than expected	13	7	14	22	25	10	24	30
About what was expected	17	8	17	20	13	13	10	17
Easier than expected	70	85	69	58	62	77	66	53

\*Statistically significant at  $p < .01$

Table 37. How Hard Pushed During Training (in Percent)

Percent reporting they were pushed	Males	Females
Not at all	4	1
Not nearly hard enough	24	15
The right amount	62	70
Somewhat too hard	8	12
Much too hard	3	2



Table 38. Improved After Basic Combat Training (in Percent)

	Study Group							
	Males				Females			
Compared to before you started BT, each of the following areas improved:	'93 SG	'93 GI	'94 GI	'95 GI	'93 SG	'93 GI	'94 GI	'95 GI
Level of physical fitness	92	93	84	92	95	94	90	93
Level of self-confidence	79	73	78	74	74	73	78	74
Degree of mental toughness	71	69	77	75	76	69	79	73
Ability to cope with stress	67	62	70*	62	64	60	63	64
Ability to lead	64	60	66*	55	58	54	62	57
Ability to succeed in the Army	78	71	77	79	77	78	84	80

\*Statistically significant at  $p < .01$

The 1995 survey asked soldiers to give an overall rating of the training they received during BCT (Table 39). Most of the males (68%) and the females (75%) rated their training excellent or above average. Few males (9%) or females (5%) rated their training below average.

Table 39. Overall Rating of Training Received (in Percent)

Overall, how would you rate the training you have received during BCT?	Males	Females
Excellent	33	35
Above Average	35	40
Average	23	21
Fair	7	4
Poor	2	1

### ***Drill Sergeants' Questionnaire***

Drill sergeants assigned to the 1995 sample companies were asked to complete a questionnaire. A total of 98 usable questionnaires were completed. Drill sergeants were asked questions about their background, their opinions on topics concerning training in a gender-integrated environment, and their drill sergeant training.

#### **Background Information**

Due to the small number of drill sergeants, data are presented for the total group, with no separate analyses for gender (Table 40). Most of the drill sergeants were males (84%) and from the Combat Arms MOS (69%). Most were married (79%) and were Staff Sergeants (76%). Slightly more than half (58%) had been selected by an Army board to be drill sergeants. The remainder had volunteered for this career enhancing assignment.

#### **Drill Sergeants' Opinions on Training**

Drill sergeants were given a list of items that were mentioned by drill sergeants in the 1993 and 1994 studies as problems for training in a gender-integrated environment. The five areas that drill sergeants identified as "major problems" are shown in Table 41. Although the order of frequency varied, these five problems were chosen by drill sergeants in every battalion. The only problem specific to gender-integrated training is controlling male-female relationships between soldiers (31%). The others--lack of washers/dryers for soldiers in the barracks, timely repairs in the barracks, the entry-level physical condition of female trainees, and having to do more with less--are universal problems for drill sergeants. The lack of washers/dryers in the barracks is complicated by gender-integrated training if, as in some barracks, the washers and dryers are located in one of the large latrines, thus limiting the opposite gender open access to the facilities.

Drill sergeants were also asked whether they believed BCT for non-combat arms MOS should be conducted in gender-integrated platoons (Table 42). Most of the drill sergeants (59%) did not believe gender-integrated training should be continued. If BCT is gender-integrated, 54% of the drill sergeants say it is important to have a female drill sergeant in each platoon (Table 43). Currently there are not enough female drill sergeants in the Army to support this staffing.

Table 40. Drill Sergeants' Background Information (in Percent)

Items	Drill Sergeants
Gender	
Males	84
Females	16
MOS	
Combat Arms	69
Combat Support	8
Combat Service Support	23
Marital Status	
Single	6
Married	79
Legally separated	6
Divorced	8
How Became DS	
Volunteered	42
Board Selected	58
Rank	
First Sergeant	0
Master Sergeant	0
Sergeant First Class	19
Staff Sergeant	76
Sergeant	5

Table 41. Major Problems for DSs (In Percent)

How much of a problem are the following in performing your job as a drill sergeant?	Major Problem
Lack of washers/dryers for soldiers in the barracks	55
Timely repairs/modifications in the barracks	48
Entry-level physical condition of female trainees	47
Having "to do more with less"	39
Controlling male-female relationships between male and female soldiers	31

Table 42. DS's Attitudes Toward Gender-Integrated Training (in Percent)

I believe BT for those MOS open to both men and women should be conducted in gender-integrated platoons.	Drill Sergeants
Agree/Strongly Agree	33
Neither Agree nor Disagree	8
Disagree/Strongly Disagree	59

Table 43. DS's Attitudes Toward Number of Female DSs (in Percent)

Having a female drill sergeant in each platoon is important to training gender-integrated platoons.	Drill Sergeants
Agree/Strongly Agree	54
Neither Agree nor Disagree	15
Disagree/Strongly Disagree	31

### Evaluation of the Drill Sergeant Course (DSC)

In the 1995 study, a section of the drill sergeant questionnaire was devoted to an evaluation of the Drill Sergeant Course, a requirement for all drill sergeants. General information about drill sergeant training and an assessment of the amount of detail that should be taught on the areas of concentration currently in the DSC were asked.

Drill Sergeants gave the DSC mixed reviews. When asked if they learned more effective ways to train soldiers in the DSC, 27% agreed/strongly agreed and 48% disagreed/strongly disagree (Table 44). However, 43% reported the course materials they received had been very useful (Table 45), 51% reported that the quality of instruction was excellent (Table 46), and 41% said the course had made them more confident in their role as drill sergeant (Table 47).

Table 44. DS's Learned More Effect Ways to Train (in Percent)

In the Drill Sergeants' Course I learned more effective ways to train soldiers.	Drill Sergeants
Agree/Strongly Agree	27
Neither Agree nor Disagree	26
Disagree/Strongly Disagree	48

Table 45. Usefulness of DSC Course Materials (in Percent)

The course materials I received in the DSC have been very useful to me.	Drill Sergeants
Agree/Strongly Agree	43
Neither Agree nor Disagree	20
Disagree/Strongly Disagree	37

Table 46. Quality of Instruction at the DSC (in Percent)

The quality of instruction in the DSC was excellent.	Drill Sergeants
Agree/Strongly Agree	51
Neither Agree nor Disagree	20
Disagree/Strongly Disagree	29

Table 47. DSC Made Me More Confident as DS (in Percent)

As a result of the DSC I am more confident in my role as a Drill Sergeant.	Drill Sergeants
Agree/Strongly Agree	41
Neither Agree nor Disagree	31
Disagree/Strongly Disagree	29

The DSC as of the summer of 1995 did not contain material that addressed topics related to how to conduct gender-integrated training. While the course does discuss differences in training males and females, it does not specifically deal with how to train males and females together. Not surprisingly, 42% of the drill sergeants reported the DSC prepared them to a slight or no extent (Table 48).

Table 48. Preparation to be DS in GI Company (in Percent)

To what extent did the DSC prepare you for your job as a drill sergeant in a gender-integrated company?	Drill Sergeants
---	-----------------

Very great/great extent	28
Moderate extent	31
Slight/No extent	42

In an overall assessment of the quality of the Drill Sergeant School, 56% said the DSS was excellent or good, 21% rated it average, and 22% rated it fair or poor in quality (Table 49). There were no significant differences in the ratings given the different Drill Sergeant Schools.

Table 49. Overall Quality of Drill Sergeant School (in Percent)

Overall, how would you rate the quality of the DSC you attended?	Drill Sergeants
--	-----------------

Excellent/Good	56
Average	21
Fair/Poor	22

A detailed list of areas of concentration taught at the Drill Sergeants' Schools as of the summer of 1995 is in Table 50. Drill sergeants were asked to evaluate the level of detail needed compared with the level taught on each area. The areas that drill sergeants most frequently selected as needing more detail were: tactical training, behavioral characteristics of female soldiers, techniques to manage impact of behavioral differences, injury reduction, drill sergeant stress management, and the impact of physical differences on training.

Table 50. Level of Detail for DSC Topics (in Percent)

Level of detail needed for each of the areas of concentration taught in the Drill Sergeants' Course	Not enough detail	About right level of detail	Too detailed
Trainee stress management	32	63	5
Drill Sergeant stress management	40	50	10
Drill Sergeant leadership	24	67	9
Motivating BT soldiers	32	58	10
Drill Sergeant ethics	29	57	14
Personal counseling	21	65	13
Performance counseling	24	63	13
Fitness training procedures	28	54	18
Principles of exercise	16	71	12
Injury reduction	43	50	7
Weapons training	28	60	12
Drill and ceremony	12	65	22
Methods of instruction	26	56	18
Hand Grenades	19	71	9
Rifle Bayonet	19	68	12
Pugil Training	16	71	12
Unarmed Combat	25	68	7
BT POI, Soldier's Handbook	33	56	11
IET policies and administration	35	59	6
Behavioral characteristics of female soldiers	50	48	2
Impact of physical differences on training	38	59	3
Techniques to manage impact of behavioral differences	43	54	3
Tactical training	52	40	7



### ***Soldier Attrition Questionnaire***

Soldiers-in-training who were separated/attrited during training completed a short exit questionnaire. Soldiers who were attriting were asked their reasons for leaving the Army as well as other background information. Data from their pre-training questionnaires and any APFT results were also included in the analysis.

Of the 1,997 soldiers who entered the three training battalions, 142 attrited before completing BCT. Of these, exit questionnaires were completed by 116 of the attritees giving a 82% response rate. Of the 116 soldiers who completed the attrition survey, 103 had pre-test surveys and physical fitness data available for analysis. The final sample available for analyses was 103 attritees. Due to the relatively small size of the sample, these data are not considered representative of all attritees from BCT. Furthermore, the sampling error associated with the data is too large to allow for between group comparisons which will result in statistically significant differences. Therefore, any findings should be interpreted with caution and viewed as areas of possible difference between soldiers who attrit and soldiers who graduate.

Comparison of the demographic characteristics of graduates and attritees indicated that female trainees, trainees with one or more children, and trainees from communities with populations greater than 25,000 attrited from BCT in numbers higher than expected. There were no differences between graduates and attritees in age, race, education, or marital status.

Comparisons of the attitudes of graduates and attritees indicated that differences between the groups may have existed prior to the start of training. Attritees were more likely than graduates to report they had: (1) less confidence in their ability to adapt to the Army; (2) less confidence in their ability to perform physically; (3) more anxiety; (4) decreased commitment since joining the Army; (5) lower expectations of their performance in BCT; (6) fewer skills to cope with BCT; and (7) less satisfaction with being in the Army.

Attritees were asked to indicate "What is/are the main reason(s) for your leaving the Army?" The responses to this question were collapsed into six categories. Table 51 shows the categories and the percentage of attritees who indicated they left for that reason.

The most frequently mentioned reason attriters reported they left the Army (39%) because of pre-existing medical conditions. The conditions given ranged from cervical cancer to fallen arches. Failure to adapt to the military lifestyle and injury during training were also frequently cited as reasons for attriting from the Army.

Table 51. Reasons Attriters Gave for Leaving the Army (in Percent)

What is/are the main reason(s) for your leaving the Army?	Percent
Pre-existing medical condition	39
Failure to adapt	21
Injury during training	18
Personal/family problems	9
Mental stress	7
Unable to pass qualifications	5

Attritees were asked "Is there anything the Army could have done before BCT to better prepare you for entering BCT?" In general, attritees felt the Army could have provided the trainees with more information about BCT prior to the start of training in terms of providing realistic expectations of training and providing them with suggestions for physical conditioning.

Attritees were also asked "Is there anything you could have done to better prepare yourself for entering BCT?" The most common response was that they could have prepared themselves better physically prior to BCT.

Attritees were asked "Is there anything the Army could have done during BCT that might have increased your chances of completing BCT?" The attritees indicated that the Army should attempt to minimize the severity of training injuries by early identification and treatment of injured trainees.

## DISCUSSION AND SUMMARY

The 1995 study focused on six basic questions related to the long-term success of gender-integrated BCT:

1. What is the entry-level physical condition of male and female soldiers and what are the implications for gender-integrated training?
2. Does training in a gender-integrated environment affect the training performance of soldiers?
3. Does gender-integrated training affect the soldierization process?
4. What are the attitudes of drill sergeants toward gender-integrated training?
5. How well prepared are drill sergeants to train in a gender-integrated environment?
6. What is the pattern of attrition in gender-integrated training?

### *Entry-Level Physical Condition and Implications for Gender-Integrated Training*

The physical condition of new soldiers is of major concern to Army trainers. Soldiers in poor condition require more conditioning, are more susceptible to injury (such as stress fractures), and are more likely to attrit from BCT. As shown by the 1995 data, many soldiers (particularly females) are in poor physical condition at entry. A smaller percentage of females than males were able to score at least 50 points in the push-up, sit-up and run events of the APFT.

The entry-level physical condition of soldiers has a major impact on the time and resources of the drill sergeants. More time is spent doing remedial physical training (PT) with poorly conditioned soldiers. Also more drill sergeants must be present for early morning PT in order to cover all of the run groups, thus affecting the drill sergeants' time away from the soldiers. Drill sergeants noted the physical condition of soldiers--especially female soldiers--as one of the major problems they encountered.

The lack of a physical fitness standard for accession requires BCT to screen and separate soldiers who cannot meet the physical demands of BCT and of the Army. Several questions address this issue. Should the Army implement a physical fitness standard for accession at the recruiting centers? Should the Army modify the push-up requirement in use at the Reception Battalions? Should the Army include Master Fitness Training in either the Drill Sergeant Course or some other NCO course?

At a time when the Army is under pressure to reduce first-term attrition, one way to reduce attrition from BCT is to effectively screen soldiers for existing medical conditions and for physical fitness as part of the recruitment process. Another method involves informing recruits of the actual physical demands of BCT and encouraging recruits to condition themselves prior to BCT. As part of this effort, ARI is developing a BCT handbook with suggestions for exercises and diet that could be distributed at the recruiting offices.

### ***Impact of Gender-Integrated Training on Physical Performance***

Soldiers trained in gender-integrated companies have performed as well, if not better than soldiers trained in all male or all female companies. In fact, females trained in gender-integrated companies performed better in all three APFT events than did the all female companies. Males in gender-integrated companies performed better on sit-ups and run, with males in single-gender companies performing better in the push-up event. Almost all soldiers were able to pass the APFT at the BCT level by the end of BCT.

Soldiers reported great variation in the frequency and types of activities of PT. For example, some ran more frequently or greater distances than others. Also, most platoons separated soldiers into ability groups for running. Soldiers who were in ability groups reported that these groups worked well and helped them improve their running skills. However, not all platoons used ability groups and those that did have them used them in different ways. Some platoons used ability groups most of the time; others used them infrequently or only during the first 2-3 weeks of training.

According to comments made during the focus groups, many soldiers considered PT to be challenging. The soldiers who began BCT less fit often noted how much they had improved during the 8 weeks of training. For soldiers who were very physically fit at the beginning of BCT, PT was too easy. They were accustomed to longer, faster runs or more physical workouts than BCT provided. Some of the males complained that the females slowed them down during PT; however, males in all male companies that did not use ability run groups had the same complaints about other males.

### ***Effects of Gender-Integrated Training on Soldierization***

Soldiers were very positive about the Army when they began training and remained positive at the end of BCT. There were no differences between soldiers trained in gender-integrated or single-gender companies. This suggests that BCT is building on and promoting the pride and commitment to the Army the soldiers bring to BCT.

Levels of teamwork and cohesion improved for females in the '95 gender-integrated companies compared with females in single-gender companies. Comments from females indicate that they feel most challenged by training with males and that drill sergeants push them harder in gender-integrated companies.

Levels of teamwork and cohesion remained stable for males in the '95 gender-integrated companies compared with males in single-gender companies. In the focus group discussions, both males and females described how they helped each other during training activities, motivated each other, and--in so doing--gained respect for each other.

There were negative comments, however. These comments were split between concerns about soldiers' lack of respect for one another and conflicts between male and female soldiers.

Soldiers described platoon and squad members forming cliques, arguing, fighting, and not cooperating with one another. Male soldiers complained that female soldiers "got over" on the male drill sergeants, fraternized with drill sergeants, and "rode codes" to get out of training. Females complained that males resented female leadership and did not show respect for females in leadership positions. There was great variation between battalions on many of these issues. The common denominator seemed to be the attitudes of the drill sergeants toward female soldiers and toward training in a gender-integrated environment.

When drill sergeants continually point out the differences in males and females, tell the soldiers that standards had been lowered for females, do not treat female drill sergeants with respect, and encourage the idea that it is a "Man's Army", a lack of respect and teamwork among soldiers is fostered.

### ***Drill Sergeants' Attitudes Toward Gender-Integrated Training***

Drill sergeants were divided in their assessment of training in a gender-integrated environment. Some drill sergeants believed that training in a gender-integrated environment was harder for females because they were expected to perform to a higher standard and "keep up" with their male peers. The competition between the genders was thought to encourage all soldiers to perform better and to reduce fights and bickering between single-gender companies. Some drill sergeants also felt that gender-integrated BCT helps bonding between soldiers who must learn to work together as a team. In this way, soldiers who trained in a gender-integrated environment were better prepared for AIT and for their careers in a gender-integrated Army.

Other drill sergeants noted negative aspects of gender-integrated BCT. The most common complaints centered around the facilities. The lack of adequate showers, washers, dryers and latrines all received mention. The Quartermaster Service placed more stress on the already inadequate numbers of washers and dryers because soldiers have to launder their own clothes in order to keep clean clothes. Lost clothing items and amount of time needed to drop and receive laundry back were common complaints of soldiers. This is especially difficult if the washers and dryers are located in one latrine on a floor. The opposite gender must then be scheduled to go into a latrine for doing laundry. Other complaints centered around the fact that some living arrangements split up platoons which hindered communication and made it more difficult for drill sergeants to monitor their troops.

Related to the housing problem was a concern that gender-integrated BCT encouraged more fraternization among male and female soldiers. Drill sergeants felt they had to keep the soldiers focused on training while the soldiers were focused on one another.

Both male and female drill sergeants acknowledged that some male drill sergeants treated male and female soldiers differently, often giving female soldiers more slack. Some of the female drill sergeants felt that male drill sergeants often gave females different types of details or favored those who were more attractive. Some male drill sergeants insisted that male and female soldiers require different training techniques. For example, some male drill sergeants said standards had to

be lowered to accommodate females, especially for PT. They felt they could not go "full bore" but rather had to "tone down" the training for the stronger males to prevent injuries to the females. They also felt that females were more sensitive and they could not be as hard on these females.

Most drill sergeants simply said they did not want to train females--they prefer training all male companies. They do not like gender-integrated training but would rather do gender-integrated training than train all female companies. Some of the drill sergeants felt training female soldiers forced them to be too inhibited--they were afraid to "act naturally" for fear of being charged with use of improper language or with sexual harassment.

Soldiers reported being demoralized when drill sergeants made negative remarks about gender-integrated training or about training females. For example, one group of soldiers told of a road march which was very demoralizing. They were very tired coming in from a firing range, and one of the drill sergeants went to the front and started calling cadence. This rejuvenated the soldiers and they increased pace. However, when the cadence ended and they called for more, the drill sergeant said "No, I don't know any more I can use with females in the company." The male soldiers resented the presence of the females and the female soldiers felt they were responsible for the bad ending of the march.

### ***Drill Sergeants' Preparation for Gender-Integrated Training***

When drill sergeants were asked to what extent the DSC prepared them for conducting gender-integrated training, 28% reported being prepared to a great/very great extent, 31% to a moderate extent, and 42% slight/no extent. In written comments and in focus group discussions, drill sergeants had several suggestions for improving their training. First, they suggested changing the structure of the DSC to focus more on "training the trainer" activities, such as instructional techniques and developing lesson plans. They also suggested the DSC provide more hands-on training and involve drill sergeants in actually preparing and presenting classes instead of the current requirement of memorizing and presenting a module. They wanted the DSC to de-emphasize modulation and focus on effective techniques to address problems likely to be encountered in BCT. They suggested the DSC be more like other NCO courses which require the NCOs to give more classes and perform more.

Drill sergeants also had specific topics they felt should be added to the curriculum. Equality of treatment of male and female soldiers, techniques for training BRM, prevention and treatment of injuries, combat tactics, counseling techniques and communications were requested.

Other suggestions for improving the course included improving the selection and training of Drill Sergeant Leaders (instructors), requiring candidacy or on-the-job training at BCT prior to attending the DSC, and being more respectful of drill sergeant candidates. Drill sergeants want to be treated with respect--not like privates. They also noted that male and female drill sergeants are not treated equally. Having drill sergeant candidates work as assigned teams and breaking up cliques that form were mentioned as possible improvements.

### ***Soldier Attrition From BCT***

Given the small number of soldiers who attrited during this study, results of the attrition questionnaire should be used with caution and not generalized to BCT attrition in general. There were implications for further research: (1) soldiers identified a need for more information from Army recruiters about exactly what they were to encounter in BCT and in the Army; (2) soldiers wanted to know the physical requirements of BCT and how to best prepare for them; and (3) soldiers were not effectively screened for prior physical conditions before starting BCT.

### **SUMMARY**

The 1995 Gender-Integration of Basic Combat Training Study focused on several key topics: the physical condition of soldiers arriving at our training centers, the effect--if any--of training in gender-integrated squads on soldier performance and on soldierization, the opinions of drill sergeants about gender-integrated training, the training drill sergeants receive for conducting gender-integrated training, and attrition during training.

The physical condition of soldiers entering BCT is poor--especially the condition of females. Most soldiers did not physically prepare for BCT. The number of lower extremity injuries early in BCT could be partially avoided if soldiers were better conditioned. While drill sergeants can and do take poorly conditioned recruits and turn them into well-conditioned soldiers in 8 weeks, the physical toll on the soldiers and the time required by the drill sergeants could be eased if soldiers entered BCT in better condition.

Females trained in a gender-integrated environment improved their performance on all measures of physical performance (push-ups, sit-ups and run) and males in gender-integrated training improved in two of three areas. Clearly, training in a gender-integrated environment has positive effects for females and no detrimental effects for males. This has occurred without the Army fitness standards (APFT) being changed or adjusted for gender-integrated training.

There were no significant differences in end-of-day qualify rates for Basic Rifle Marksmanship; there were significant differences for 1st-time-qualify for soldiers in some battalions in the 1995 study. There were no significant differences on end-of-cycle tests.

The soldierization process--measured by self-reported levels of pride and commitment, individual improvement during BCT, individual and platoon morale, teamwork and cohesion--worked well for both males and females. Female soldiers reported higher levels of soldierization in gender-integrated environments than female soldiers in the all-female training environment. Male soldiers in the 1994 and 1995 study reported the same or higher levels of soldierization as males in all-male companies. Differences in soldierization for the 1995 study reflect battalion differences rather than treatment differences.

Sexual harassment and equal opportunity are key issues of soldierization. Both soldiers and drill sergeants identified sexual harassment, sexual discrimination, and unequal treatment as occurring during training. Both male and female drill sergeants and male and female soldiers



report some male drill sergeants expect less of female soldiers and treat female soldiers differently than male soldiers. Female drill sergeants also report receiving unequal treatment at the Drill Sergeant School and at their units. Training in these areas must reinforce Army policies and values. Current training does not appear adequate for either soldiers or drill sergeants.

In the 1995 study, drill sergeants were split in their evaluation of gender-integrated BCT. There is a difference between battalions and between Combat Arms and Combat Support/Combat Service Support MOS drill sergeants. Drill sergeants believe gender-integrated BCT makes their jobs more difficult--communication in the barracks is difficult to achieve and fraternization between soldiers is more difficult to control. Battalions whose drill sergeants were most negative about gender-integrated training have soldiers who report lower levels of soldierization. Also, soldiers rate these drill sergeants lower on showing support for soldiers and for the platoon. A command climate that supports gender-integration is essential to training success.

Drill sergeants believe that the Drill Sergeant Course does not adequately prepare them for conducting gender-integrated BCT. The training procedures as well as the content of the DSC need revision. At the DSC, drill sergeants are treated as privates by the Drill Sergeant Leaders (course instructors). Drill sergeants request more emphasis on how to conduct training. For example, treating drill sergeant candidates as privates at the firing ranges and "training" them to fire is not the same as teaching drill sergeant candidates how to train privates who have never handled a weapon how to fire. They also need more information on how to conduct gender-integrated training. The current curriculum covers training differences between men and women, but does not discuss how to train men and women together.

Soldiers who attrit from BCT were less committed to the Army and were less confident in their abilities to perform in BCT and to cope with stress before they started training. Activities that build confidence and teach soldiers how to cope with stress may prove useful. A film showing BCT activities and how soldiers cope with the pressures to succeed could be shown at the recruiting station or at the reception center to help prepare new soldiers for BCT.

Data from the 1995 study and from other training centers indicate that gender-integrated BCT has not resulted in increased attrition.

Chain of command support is necessary for the continued success of gender-integrated BCT. This includes the preparation of drill sergeants to work with and train female soldiers.



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## **APPENDIX A. PRE-TRAINING QUESTIONNAIRE**

**SURVEY APPROVAL AUTHORITY: U.S. ARMY RESEARCH INSTITUTE  
FOR THE BEHAVIORAL AND SOCIAL SCIENCES  
SURVEY CONTROL NUMBER: PERI-AO-95-22A  
RCS: MILPC-3**

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# **BASIC COMBAT TRAINING SURVEY**

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**[ORIGINAL SURVEY WAS FOR OFFICIAL USE  
ONLY. THIS APPENDIX IS UNLIMITED.]**

**1995**

## **NOTICE**

1. The **BASIC COMBAT TRAINING SURVEY** collects information on a wide range of issues important to the Army's leadership, trainers, and soldiers. The results of the survey are used by Army policy-makers to assess policies and develop plans for providing the most effective basic entry training possible for all soldiers.
2. **READ CAREFULLY EACH QUESTION AND ALL THE POSSIBLE ANSWERS** before selecting your answer.
3. **YOUR PARTICIPATION IS NEEDED.** The Army needs information from you in order to make informed decisions. Your participation in the survey is voluntary. Failure to respond to any question will not result in any penalty. However, your participation is encouraged so that the data will be complete and representative. Your responses on the survey will be used for research purposes only. They will not become a part of your permanent record.

**Prepared by:**

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## ATTITUDES TOWARD THE ARMY

**Indicate whether you agree or disagree with the following statements:**

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		A	B	C	D	E
1. The ARMY offers a wide variety of opportunities to find a job you can enjoy.						
2. The ARMY provides the opportunity to get and stay physically fit.						
3. ARMY service is an experience you can be proud of.						
4. The ARMY provides an opportunity to travel and see the world.						
5. The ARMY offers you the opportunity to develop leadership skills.						
6. Serving in the ARMY can help you in your civilian career.						
7. The ARMY offers the opportunity to develop self-confidence.						
8. The ARMY offers the opportunity to develop your potential.						
9. The ARMY provides a place where you can get away from problems with family and/or friends.						
10. The ARMY experience helps you to develop into a responsible, mature person.						
11. The ARMY offers training in a lot of useful skills.						
12. The ARMY gives you the chance to work with high quality people.						
13. The ARMY provides a great opportunity to obtain money for a college or vocational degree.						
14. I am proud to be in the ARMY.						
15. I feel I can make a positive contribution to the ARMY.						
16. I am looking forward to being part of the ARMY team.						

## EXPECTATIONS OF BASIC TRAINING

Basic Training demands that you perform many new activities and live closely with other soldiers. How confident are you that you will be able to do the following:

		Not at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident
		A	B	C	D	E
17. Get along with people from all walks of life?						
18. Complete road marches of up to 12 miles?						
19. Live in close quarters with many other people?						
20. Complete the fire and maneuver course? (You and one other trainee must attack an enemy position.)						
21. Remain calm under stress?						
22. Hit enough targets on a range to qualify on a rifle marksmanship test?						
23. Be away from your family and friends for a long period of time?						
24. Complete the 2-mile run on the Army physical fitness test (PT Test)?						
25. Complete the required push-ups on the PT test?						
26. Complete the required sit-ups on the PT test?						
27. Adapt to the disciplined lifestyle of the Army?						
28. Throw a live hand grenade into an enemy position?						
29. Climb a vertical ladder that is several stories high?						
30. Perform well in Basic Training?						
31. Complete your full term of enlistment?						

32. How well do you expect to do in Basic Training?
- A. Outstanding
  - B. Above average
  - C. Average
33. How important is it to you to succeed in Basic Training?
- A. Extremely important
  - B. Very important
  - C. Moderately important
  - D. Slightly important
  - E. Not at all important
34. How committed are you to completing your full term of enlistment?
- A. Very strongly committed
  - B. Strongly committed
  - C. Moderately committed
  - D. Slightly committed
  - E. Not at all committed
35. How has your commitment to an Army career changed since you signed your Army contract?
- A. Much greater now
  - B. Somewhat greater now
  - C. About the same as it was when I signed
  - D. Somewhat less now
  - E. Much less now
36. So far, how does Army life compare to your expectations?
- A. Much better than I expected
  - B. Somewhat better than I expected
  - C. About the same as I expected
  - D. Somewhat worse than I expected
  - E. Much worse than I expected
37. How pleased are you with your decision to join the Army?
- A. Extremely pleased
  - B. Somewhat pleased
  - C. Not sure
  - D. Somewhat displeased
  - E. Extremely displeased

38. Do you look forward to basic training?
- A. Yes, very much
  - B. Yes, somewhat
  - C. Not sure
  - D. No, not particularly
  - E. No, not at all
39. What experiences have you had with the military?  
MARK ALL THAT APPLY.
- A. I have not had any experience with the military
  - B. Served on Active Duty with the Army or another service
  - C. Served/serving with National Guard or Reserve
  - D. Child of parent(s) who served/are serving in the military
  - E. Member of my family other than my parents who served/is serving in the military
  - F. Other experience with military not listed above
40. Which ONE of the following best describes your current Army career intentions?
- A. PROBABLY stay in until retirement
  - B. DEFINITELY stay in until retirement
  - C. PROBABLY stay in beyond my present obligation but not until retirement
  - D. DEFINITELY stay in beyond my present obligation but not until retirement
  - E. PROBABLY leave upon completion of my present obligation
  - F. DEFINITELY leave upon completion of my present obligation
41. How supportive are your parents/guardians of your being in the Army now?
- A. Very supportive
  - B. Fairly supportive
  - C. Mixed or neutral
  - D. Fairly unsupportive
  - E. Very unsupportive
  - F. Don't know/not applicable
42. How supportive is your spouse/boyfriend/girlfriend of your being in the Army now?
- A. Very supportive
  - B. Fairly supportive
  - C. Mixed or neutral
  - D. Fairly unsupportive
  - E. Very unsupportive
  - F. Not applicable; I don't have a spouse/boyfriend/girlfriend.



## MEN AND WOMEN IN THE ARMY

Use the scale below to indicate whether you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	A	B	C	D	E
43. Women should be assigned to any Army jobs (MOS) for which they can pass a test to qualify.					
44. Women would make just as good front line soldiers as men if they were given the same training.					
45. If more women were placed in leadership positions, the effectiveness of the Army would go down.					
46. The leadership of the Army should be largely in the hands of men.					
47. In the Army, men should be given preference over women in being assigned to key jobs.					
48. On the average, women are smarter than men.					
49. On the average, men are more aggressive than women.					
50. Women can endure hard living conditions (like living outdoors or in the field with little food, water, and shelter) better than men.					
51. Men can better endure physical threats and danger (like being shot at) than women.					
52. In general, women are more willing to risk their lives for their friends and companions than men.					
53. Men usually perform better under mental stress (like getting lost in a strange place and finding a way out) than women.					
54. Women usually work better in groups than men.					

Please rate yourself in each area listed below.

55. Your level of physical fitness

56. Your level of self-confidence

57. Your degree of mental toughness

58. Your ability to cope with stress

59. Your ability to lead

60. Your overall health

61. Your ability to succeed in the Army

62. Since you were 12 years old, to what extent have you participated in organized activities (such as sports, community groups, school clubs, church groups, or Boy/Girl Scouts?

- A. Very great extent
- B. Great extent
- C. Moderate extent
- D. Slight extent
- E. Not at all

How do you feel about going through basic training in the Army?

63. I feel calm

64. I feel nervous

65. I feel confident

66. I am worried

	Very Low	Low	Average	High	Very High
55. Your level of physical fitness	A	B	C	D	E
56. Your level of self-confidence	A	B	C	D	E
57. Your degree of mental toughness	A	B	C	D	E
58. Your ability to cope with stress	A	B	C	D	E
59. Your ability to lead	A	B	C	D	E
60. Your overall health	A	B	C	D	E
61. Your ability to succeed in the Army	A	B	C	D	E

	Not at all	Somewhat	Moderately	Very Much
63. I feel calm	A	B	C	D
64. I feel nervous	A	B	C	D
65. I feel confident	A	B	C	D
66. I am worried	A	B	C	D

## BACKGROUND INFORMATION

67. What was your age on your last birthday?
- A. 17-18 years
  - B. 19-20 years
  - C. 21-22 years
  - D. 23-24 years
  - E. 25-26 years
  - F. 27 or more years
68. Are you male or female?
- A. Male
  - B. Female
69. Are you of Hispanic/Spanish origin or ancestry (of any race)?
- A. Yes
  - B. No
70. What is your racial background?
- A. American Indian, Eskimo or Aleut
  - B. Asian or Pacific Islander
  - C. Black
  - D. White
71. What is the highest level of education you have completed?
- A. Some high school or less, but no diploma, certificate or GED
  - B. High school diploma
  - C. GED or other alternative
  - D. From 1 to 2 years of college, but no degree
  - E. Associate degree
  - F. From 3 to 4 years of college, but no degree
  - G. Bachelor's degree or higher
72. What is your current marital status?
- A. Single
  - B. Married
  - C. Legally separated
73. How many dependent children do you have? (Count all children for which you have a financial responsibility for half or more of their support.)
- A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. 4
  - F. 5 or more
74. What was your ranking in your high school graduating class?
- A. In the top 5%
  - B. In the top 6% - 10%
  - C. In the top 11% - 25%
  - D. In the top 26% - 50%
  - E. Below the top 50%
  - F. My school did not have class rankings
  - G. I did not graduate from high school
75. In which of the following types of communities did you spend most of your life?
- A. Rural - population less than 500
  - B. Town - population 500 to 25,000
  - C. Suburb or small city - population 25,000 to 100,000
  - D. Large city - population over 100,000

76. What component of the Army did you join?
- A. Army Reserve
  - B. Regular Army
  - C. National Guard
77. In the month before you came to Basic Training, did you do any of the following physical activities to prepare yourself? MARK ALL THAT APPLY.
- A. I walked/ran/did aerobics several times a week.
  - B. I did exercises to strengthen my upper body several times a week.
  - C. I did sit-ups/crunches several times a week.
  - D. I did some other kind of exercise several times a week.
  - E. No
78. Were you employed in the 12 months before you entered the Army?
- A. No, I was a student and did not work.
  - B. No
  - C. Yes, full-time
  - D. Yes, part-time
79. If you were employed before you entered the Army, what was your yearly income then?
- A. Less than \$10,000
  - B. \$10,000 to \$14,999
  - C. \$15,000 to \$24,999
  - D. \$25,000 or more
  - E. Was not employed
80. Do you expect to be better off financially as a result of joining the Army?
- A. Yes, much better off
  - B. Yes, somewhat better off
  - C. Yes, but only slightly better off
  - D. No, I expect little change
  - E. No, I will be worse off financially
81. Did you live at home with your parents/guardians in the 12 months before you entered the Army?
- A. Yes, for 6 months or less
  - B. Yes, for more than 6 months
  - C. No

**THIS IS THE END OF THE SURVEY.  
THANK YOU FOR YOUR PARTICIPATION.**

## **APPENDIX B. POST-TRAINING QUESTIONNAIRE**

SURVEY APPROVAL AUTHORITY: U.S. ARMY RESEARCH INSTITUTE  
FOR THE BEHAVIORAL AND SOCIAL SCIENCES  
SURVEY CONTROL NUMBER: PERI-AO-95-22B  
RCS: MILPC-3

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# **BASIC COMBAT TRAINING SURVEY II**

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**1995**

## **NOTICE**

1. The **BASIC COMBAT TRAINING SURVEY II** collects information on a wide range of issues important to the Army, trainers, and soldiers. The results of the survey are used by Army policymakers to assess policies and develop plans for providing basic entry training for all soldiers.
2. **READ CAREFULLY EACH QUESTION AND ALL THE POSSIBLE ANSWERS** before selecting your answer.
3. **YOUR PARTICIPATION IS NEEDED.** The Army needs information from you in order to make informed decisions. Your participation in the survey is voluntary. Failure to respond to any question will not result in any penalty. However, your participation is encouraged so that the data will be complete and representative.

Prepared by:

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## ATTITUDES TOWARD THE ARMY

Please indicate whether you agree or disagree with the following statements.

- |   | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 1. The Army offers you the opportunity to develop leadership skills.                          | A                 | B        | C                          | D     | E              |
| 2. The Army offers the opportunity to develop self-confidence.                                | A                 | B        | C                          | D     | E              |
| 3. The Army offers the opportunity to develop your potential.                                 | A                 | B        | C                          | D     | E              |
| 4. The Army experience helps you to develop into a responsible, mature person.                | A                 | B        | C                          | D     | E              |
| 5. I am proud to be in the Army.  | A                 | B        | C                          | D     | E              |
| 6. I feel I can make a positive contribution to the Army.                                     | A                 | B        | C                          | D     | E              |
| 7. I am looking forward to being a part of the Army team.                                     | A                 | B        | C                          | D     | E              |
| 8. The Army provides the opportunity to get and stay physically fit.                          | A                 | B        | C                          | D     | E              |
| 9. The Army provides a place where you can get away from problems with family and/or friends. | A                 | B        | C                          | D     | E              |
| <br>  |                   |          |                            |       |                |
| 10. How satisfied are you with your choice to enlist in the Army?                             |                   |          |                            |       |                |
| A. Very satisfied   |                   |          |                            |       |                |
| B. Satisfied  |                   |          |                            |       |                |
| C. Neither satisfied nor dissatisfied   |                   |          |                            |       |                |
| D. Dissatisfied   |                   |          |                            |       |                |
| E. Very dissatisfied  |                   |          |                            |       |                |
| <br>  |                   |          |                            |       |                |
| 11. So far, how does Army life compare to your expectations?                                  |                   |          |                            |       |                |
| A. Much better than I expected  |                   |          |                            |       |                |
| B. Somewhat better than I expected  |                   |          |                            |       |                |
| C. About the same as I expected   |                   |          |                            |       |                |
| D. Somewhat worse than I expected   |                   |          |                            |       |                |
| E. Much worse than I expected   |                   |          |                            |       |                |



## EXPECTATIONS OF BASIC TRAINING

Basic Training demanded that you perform many new activities and live closely with other soldiers. How easy/difficult were the following for you to do:

Much more difficult than I expected  
 Somewhat more difficult than I expected  
 About the same as I expected  
 Somewhat easier than I expected  
 Much easier than I expected

- |  | A | B | C | D | E |
|--|---|---|---|---|---|
| 12. Get along with people from all walks of life?  |   |   |   |   |   |
| 13. Complete road marches of up to 10 kilometers?  |   |   |   |   |   |
| 14. Live in close quarters with many other people?   |   |   |   |   |   |
| 15. Remain calm under stress?  |   |   |   |   |   |
| 16. Hit enough targets to qualify on the rifle marksmanship test?                                |   |   |   |   |   |
| 17. Be away from your family and friends?  |   |   |   |   |   |
| 18. Complete the 2-mile run on your final Army physical fitness test (APFT) in the time allowed? |   |   |   |   |   |
| 19. Complete the required push-ups on your final APFT?   |   |   |   |   |   |
| 20. Complete the required sit-ups on your final APFT?  |   |   |   |   |   |
| 21. Adapt to the disciplined lifestyle of the Army?  |   |   |   |   |   |
| 22. Throw a live hand grenade into an enemy position?  |   |   |   |   |   |
| 23. Complete the requirements of Basic Training?   |   |   |   |   |   |

24. Which of the following activities would you recommend to prepare people like yourself for Basic Training? **MARK ALL THAT APPLY.**

- A. Walk/run/do aerobics several times a week before starting BCT.
- B. Do exercises/lift weights to strengthen the upper body before BCT.
- C. Do sit-ups/crunches several times a week before BCT.
- D. Do some other form of exercise several times a week before BCT.
- E. Lose weight.

Please rate how helpful each of the following were in helping you to complete BCT.

	Extremely helpful				
	Very helpful				
	Moderately helpful				
	A little helpful				
	Did not help at all				
	A	B	C	D	E
25. Your buddy	A	B	C	D	E
26. Members of your squad	A	B	C	D	E
27. Members of your platoon	A	B	C	D	E
28. Your squad leader(s)	A	B	C	D	E
29. Your platoon guide(s)	A	B	C	D	E
30. Your drill sergeants	A	B	C	D	E
31. Your First Sergeant	A	B	C	D	E
32. Your Company Commander	A	B	C	D	E

Please indicate whether you agree or disagree with the following:

	Strongly disagree				
	Disagree				
	Neither agree nor disagree				
	Agree				
	Strongly agree				
	A	B	C	D	E
33. My drill sergeants understand my problems and needs.	A	B	C	D	E
34. My drill sergeants give me the help and support I need to get the job done.	A	B	C	D	E
35. My drill sergeants know what I am capable of doing.	A	B	C	D	E
36. I usually know how satisfied my drill sergeants are with what I do.	A	B	C	D	E
37. My drill sergeants do not tell me what they expect from me.	A	B	C	D	E

## EQUAL OPPORTUNITY

*Equal opportunity refers to the fair, just, and equitable treatment of all soldiers and family members, regardless of race, religion, gender (sex), or national origin.*

**38. During BCT, have you been subjected to discrimination?  
MARK ALL THAT APPLY.**

- A. No
- B. Yes, racial
- C. Yes, religious
- D. Yes, gender (sex)
- E. Yes, national origin
- F. Yes, other (age, weight, etc.)

**39. Did your race influence whether you got a fair deal in your company?**

- A. No, my race had no influence
- B. Yes, a positive influence
- C. Yes, a negative influence
- D. Do not know

**40. Did your gender (sex) influence whether you got a fair deal in your company?**

- A. No, my gender had no influence
- B. Yes, a positive influence
- C. Yes, a negative influence
- D. Do not know

## SEXUAL HARASSMENT

*Sexual harassment is a form of sexual discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (AR 600-20).*

**41. Have you observed sexual harassment at the Reception Battalion or in your training company during BCT?**

- A. No
- B. Yes, 1 time
- C. Yes, 2 times
- D. Yes, 3 times
- E. Yes, 4 or more times

**42. Since you enlisted in the Army, have YOU been sexually harassed?**  
**MARK ALL THAT APPLY.**

- A. No ☒ **GO TO QUESTION 46 ON PAGE 8.**
- B. Yes, at my Recruiting Station
- C. Yes, at the Reception Center on post
- D. Yes, during training activities
- E. Yes, in the barracks
- F. Yes, elsewhere on post

**43. Who sexually harassed YOU. MOST RECENT INCIDENT. MARK ONE.**

- A. Drill Sergeant
- B. First Sergeant
- C. Officer in my chain of command
- D. A non commissioned officer (NCO)
- E. An enlisted person (not an NCO)
- F. Another trainee
- G. A civilian employee
- H. Other

**44. Did you report the incident to your chain of command or other military authority?**  
**MARK ONE.**

- A. Yes, but I am not aware of the results.
- B. Yes, and something was done about it.
- C. Yes, and nothing was done about it.
- D. No, I handled it myself.
- E. No, I didn't think anyone would do anything about it.
- F. No, it was a minor incident and didn't really bother me.
- G. No, I was afraid of reprisals from the chain of command.

**45. What type(s) of sexual harassment have you experienced in the Army?**  
**MARK ALL THAT APPLY.**

- A. Touching, leaning over, cornering, pinching, or brushing against you of a sexual nature
- B. Sexually suggestive looks, gestures or body language
- C. Pressure for sexual favors
- D. Rape or attempted rape
- E. Sexual assault
- F. Letters or materials of a sexual nature
- G. Pressure for dates
- H. Teasing, jokes, remarks, whistles, calls, hoots or yells of a sexual nature
- I. Attempts to get your involvement/participation in any other sexual activities
- J. Other sexual harassment

## YOU AND BASIC COMBAT TRAINING

Compared to before you started Basic Training, would you say each of these areas has become worse, stayed the same, or improved.

### AFTER BASIC COMBAT TRAINING

- |   | Improved | Stayed the same | Become worse |
|---|----------|-----------------|--------------|
|   | A        | B               | C            |
| 46. Your level of physical fitness      |          |                 |              |
| 47. Your level of self-confidence       |          |                 |              |
| 48. Your degree of mental toughness     |          |                 |              |
| 49. Your ability to cope with stress    |          |                 |              |
| 50. Your ability to lead                |          |                 |              |
| 51. Your ability to succeed in the Army |          |                 |              |

52. Were you ever chosen as a peer leader (platoon guide, assistant platoon guide, squad leader) during Basic Combat Training?

- A. No  
B. Yes

53. During physical training, how hard were you "pushed"?

- A. I was not pushed at all  
B. I was not pushed nearly hard enough  
C. I was pushed the right amount  
D. I was pushed somewhat too hard  
E. I was pushed much too hard

How satisfied or dissatisfied were you with the amount of:

- |   | Very satisfied | Satisfied | Dissatisfied | Very dissatisfied | No opinion |
|---|----------------|-----------|--------------|-------------------|------------|
|   | A              | B         | C            | D                 | E          |
| 54. showers available in the barracks?            |                |           |              |                   |            |
| 55. latrines available in the barracks?           |                |           |              |                   |            |
| 56. latrines available in the field?              |                |           |              |                   |            |
| 57. privacy you had in the barracks?              |                |           |              |                   |            |
| 58. washers and dryers available in the barracks? |                |           |              |                   |            |

# MEN AND WOMEN IN THE ARMY

Please indicate whether you agree or disagree with the following statements.

- |  | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
|  | A                 | B        | C                          | D     | E              |
| 59. Women should be assigned to any Army jobs (MOS) for which they can pass a test to qualify.         |                   |          |                            |       |                |
| 60. If more women were placed in leadership positions, the effectiveness of the Army would go down.    |                   |          |                            |       |                |
| 61. Women would make just as good front line soldiers as men if they were given the same training.     |                   |          |                            |       |                |
| 62. The leadership of the Army should be largely in the hands of men.                                  |                   |          |                            |       |                |
| 63. In the Army, men should be given preference over women in being assigned to key jobs.              |                   |          |                            |       |                |
| 64. When men are present in training, women will push themselves harder to achieve.                    |                   |          |                            |       |                |
| 65. It is distracting to have soldiers of the opposite sex in the same platoon.                        |                   |          |                            |       |                |
| 66. Mixing males and females in a platoon has a negative effect on individual performance.             |                   |          |                            |       |                |
| 67. It is more difficult to take orders from someone of the opposite gender.                           |                   |          |                            |       |                |
| 68. Mixing males and females in a platoon has a negative effect on individual physical conditioning.   |                   |          |                            |       |                |
| 69. Mixing males and females in a platoon can have a positive influence on group cohesion/cooperation. |                   |          |                            |       |                |
| 70. When women are present in training, men will push themselves harder.                               |                   |          |                            |       |                |

## YOUR EXPERIENCE IN YOUR PLATOON

For the next several questions, please indicate the degree to which you agree or disagree with the statement.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		A	B	C	D	E
71. In my platoon the soldiers really care about what happens to each other.						
72. Soldiers in my platoon can trust one another.						
73. Soldiers in my platoon feel very close to each other.						
74. Soldiers like being in this platoon.						
75. Soldiers in my platoon really respect one another.						
76. Soldiers in my platoon like one another.						
77. The soldiers in my platoon make each other feel like doing a good job.						
78. The soldiers in my platoon work well together.						
79. Members of my platoon help each other to get the job done.						
80. Members of my platoon encourage each other to succeed during training.						
81. Members of my platoon work hard to get things done.						
82. Members of my platoon pull together and share the load during training.						
83. Soldiers respect the drill sergeants in my platoon.						
84. When a soldier in my platoon goes for help, the drill sergeants listen well and are concerned about what the soldier says.						
85. Drill sergeants in my platoon work well together.						
86. When a soldier wants to talk, the drill sergeants make themselves available.						

- |  | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
|  | A                 | B        | C                          | D     | E              |
| 87. Drill sergeants really understand the soldiers in my platoon.  |                   |          |                            |       |                |
| 88. When asked for help in solving a personal problem, drill sergeants in my platoon do their best to help out.      |                   |          |                            |       |                |
| 89. The drill sergeants in my platoon are the kind that soldiers want to serve under in combat.                      |                   |          |                            |       |                |
| 90. "The drill sergeants in my platoon really know their stuff."   |                   |          |                            |       |                |
| 91. The chain of command works well in my platoon.   |                   |          |                            |       |                |
| 92. The drill sergeants in my platoon keep their soldiers well informed about what is going on.                      |                   |          |                            |       |                |
| 93. The drill sergeants in my platoon can show the soldiers how best to perform a task.                              |                   |          |                            |       |                |
| 94. The drill sergeants in my platoon work right along with their soldiers under the same hardships in the field.    |                   |          |                            |       |                |
| 95. Drill sergeants in my platoon keep themselves informed about the progress soldiers are making in their training. |                   |          |                            |       |                |
| 96. In my platoon, <u>male</u> drill sergeants discipline females less severely than males for the same offense.     |                   |          |                            |       |                |
| 97. In my platoon, <u>female</u> drill sergeants discipline females less severely than males for the same offense.   |                   |          |                            |       |                |
| 98. How would you rate the current level of morale in your platoon?  |                   |          |                            |       |                |
| A. Very high   |                   |          |                            |       |                |
| B. High  |                   |          |                            |       |                |
| C. Moderate  |                   |          |                            |       |                |
| D. Low   |                   |          |                            |       |                |
| E. Very Low  |                   |          |                            |       |                |
| 99. How would you rate your current level of morale?   |                   |          |                            |       |                |
| A. Very high   |                   |          |                            |       |                |
| B. High  |                   |          |                            |       |                |
| C. Moderate  |                   |          |                            |       |                |
| D. Low   |                   |          |                            |       |                |
| E. Very low  |                   |          |                            |       |                |



## BASIC COMBAT TRAINING EXPERIENCES

The next several questions ask your opinion about how male and female soldiers performed during Basic Combat Training.

100. Do you think that male and female soldiers were expected to achieve to the same standards (excluding PT requirements) during Basic Combat Training?
- A. Male soldiers were expected to achieve much more.
  - B. Male soldiers were expected to achieve slightly more.
  - C. Both were expected to achieve to the same degree.
  - D. Female soldiers were expected to achieve slightly more.
  - E. Female soldiers were expected to achieve much more.
  - F. Not enough experience to say
101. Do you think that male and female soldiers worked as hard in performing their assigned tasks during Basic Combat Training?
- A. Male soldiers worked much harder.
  - B. Male soldiers worked slightly harder.
  - C. Male and female soldiers worked equally hard.
  - D. Female soldiers worked slightly harder.
  - E. Female soldiers worked much harder.
  - F. Not enough experience to say
102. Do you think that female and male soldiers performed equally as well in their assigned tasks?
- A. Female soldiers nearly always performed their assigned tasks better.
  - B. Female soldiers usually performed their assigned tasks better.
  - C. Female and male soldiers performed their assigned tasks equally well.
  - D. Male soldiers usually performed their assigned tasks better.
  - E. Male soldiers nearly always performed their assigned tasks better.
  - F. Not enough experience to say
103. Do you think male drill sergeants equally encourage female and male soldiers to succeed in BCT?
- A. Female soldiers are encouraged much more.
  - B. Female soldiers are encouraged slightly more.
  - C. Female and male soldiers are equally encouraged to succeed.
  - D. Male soldiers are encouraged slightly more.
  - E. Male soldiers are encouraged much more.
  - F. Not enough experience to say

104. Do you think female drill sergeants equally encourage female and male soldiers to succeed in BCT?

- A. Female soldiers are encouraged much more.
- B. Female soldiers are encouraged slightly more.
- C. Female and male soldiers are equally encouraged to succeed.
- D. Male soldiers are encouraged slightly more.
- E. Male soldiers are encouraged much more.
- F. Not enough experience to say

105. How well do you think that male and female soldiers worked together as a team?

- A. Soldiers of the same sex worked much better together.
- B. Soldiers of the same sex worked slightly better together.
- C. All soldiers worked well together, regardless of sex.
- D. Soldiers of the opposite sex worked slightly better together.
- E. Soldiers of the opposite sex worked much better together.
- F. Not enough experience to say

106. How do you think that male and female soldiers were treated by male drill sergeants?

- A. Male soldiers were nearly always treated easier.
- B. Male soldiers were sometimes treated easier.
- C. Male and female soldiers were generally treated the same.
- D. Female soldiers were sometimes treated easier.
- E. Female soldiers were nearly always treated easier.
- F. Not enough experience to say

107. How do you think that male and female soldiers were treated by female drill sergeants?

- A. Male soldiers were nearly always treated easier.
- B. Male soldiers were sometimes treated easier.
- C. Male and female soldiers were generally treated the same.
- D. Female soldiers were sometimes treated easier.
- E. Female soldiers were nearly always treated easier.
- F. Not enough experience to say

108. Would you say Basic Combat Training was harder or easier than you expected?

- A. Much harder
- B. A little harder
- C. It was about what I expected
- D. A little easier
- E. Much easier

## BACKGROUND INFORMATION

109. Are you participating in the Split-Option program for Reserves/National Guard?
- A. Yes
  - B. No
110. What is your racial/ethnic background?
- A. White, not of Spanish/Hispanic origin
  - B. Black, not of Spanish/Hispanic origin
  - C. Spanish/Hispanic
  - D. Asian or Pacific Islander
  - E. American Indian, Aleut, Eskimo
111. What is your gender?
- A. Male
  - B. Female
112. What is the highest level of education you have completed?
- A. Some high school or less, but no diploma, certificate or GED
  - B. High school diploma or GED
  - C. From 1 to 2 years of college, but no degree
  - D. Associate degree
  - E. From 3 to 4 years of college, but no degree
  - F. Bachelor's degree or higher
113. In which of the following types of communities did you spend most of your life?
- A. Rural - population less than 500
  - B. Town - population 500 to 25,000
  - C. Suburb or small city - population 25,000 to 100,000
  - D. Large city - population over 100,000
114. Which ONE of the following best describes your current Army career intentions?
- A. PROBABLY stay in until retirement
  - B. DEFINITELY stay in until retirement
  - C. PROBABLY stay in beyond my present obligation but not until retirement
  - D. DEFINITELY stay in beyond my present obligation but not until retirement
  - E. PROBABLY leave upon completion of my present obligation
  - F. DEFINITELY leave upon completion of my present obligation

**115. Overall, how would you rate the training you have received during BCT?**

- A. Excellent
- B. Above Average
- C. Average
- D. Fair
- E. Poor

**116. How committed are you to completing your full term of enlistment?**

- A. Very strongly committed
- B. Strongly committed
- C. Moderately committed
- D. Slightly committed
- E. Not at all committed

**117. How has your commitment to an Army career changed since you started BCT?**

- A. Much greater now
- B. Somewhat greater now
- C. About the same as it was when I started BCT
- D. Somewhat less now
- E. Much less now

**118. How supportive are your parents/guardians of your being in the Army now?**

- A. Very supportive
- B. Fairly supportive
- C. Mixed or neutral
- D. Fairly unsupportive
- E. Very unsupportive
- F. Don't know/not applicable

**119. How supportive is your spouse/boyfriend/girlfriend of your being in the Army now?**

- A. Very supportive
- B. Fairly supportive
- C. Mixed or neutral
- D. Fairly unsupportive
- E. Very unsupportive
- F. Don't know/not applicable

**120. How pleased are you with your decision to join the Army?**

- A. Extremely pleased
- B. Somewhat pleased
- C. Not sure
- D. Somewhat displeased
- E. Extremely displeased

**121. How confident are you that you will be able to adapt to the disciplined lifestyle of the Army?**

- A. Extremely confident
- B. Very confident
- C. Moderately confident
- D. Slightly confident
- E. Not at all confident

**122. How confident are you that you will be able to complete your full term of enlistment?**

- A. Extremely confident
- B. Very confident
- C. Moderately confident
- D. Slightly confident
- E. Not at all confident

**123. How confident are you that you will be able to perform well in your AIT?**

- A. Extremely confident
- B. Very confident
- C. Moderately confident
- D. Slightly confident
- E. Not at all confident

**THANK YOU FOR COMPLETING THIS IMPORTANT SURVEY!**

## **APPENDIX C. DRILL SERGEANT QUESTIONNAIRE**

SURVEY APPROVAL AUTHORITY: U.S. ARMY RESEARCH INSTITUTE  
FOR THE BEHAVIORAL AND SOCIAL SCIENCES  
SURVEY CONTROL NUMBER: PERI-AO-95-22C  
RCS: MILPC-3

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# **DRILL SERGEANT SURVEY**

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**1995**

## **INTRODUCTION**

1. The **DRILL SERGEANT SURVEY** collects information on a wide range of issues important to the Army, trainers, and soldiers. The results of the survey are used by Army policymakers to assess policies and develop plans for providing basic entry training for all soldiers.
2. **YOUR PARTICIPATION IS NEEDED.** The Army needs information from you in order to make informed decisions. Your participation in the survey is voluntary. Failure to respond to any question will not result in any penalty. However, your participation is encouraged so that the data will be complete and representative.

## **INSTRUCTIONS**

1. Please read carefully each question and all the possible answers before selecting your answer.
2. In several questions you will be asked about "gender-integrated training." The definition of gender-integrated training that we would like you to use for this survey is male and female soldiers integrated in training down to the squad level.
3. In several questions, you will also be asked about the drill sergeant job.

Prepared by:

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## YOUR BACKGROUND

Counting this current training cycle, please indicate how many cycles of Basic Training you have conducted for each of the types of platoons listed. (Include all previous assignments as a Basic Training Drill Sergeant.)

	O N E	T W O	T H R E E	F O U R	F I V E	S I X	S E V E N	E I G H T	MORE THAN EIGHT	N O N E
1. All male platoon	A	B	C	D	E	F	G	H	I	J
2. All female platoon	A	B	C	D	E	F	G	H	I	J
3. Gender-integrated platoon	A	B	C	D	E	F	G	H	I	J

4. Please indicate the total number of years you have been in the Army (including prior service).

- A. 4 years or fewer
- B. 5-6 years
- C. 7-8 years
- D. 9-10 years
- E. 11-12 years
- F. 13-14 years
- G. 15-16 years
- H. 17-18 years
- I. 19-20 years
- J. 20+ years

5. What is your MOS area?

- A. Combat Arms
- B. Combat Support
- C. Combat Service Support

6. What is your rank?

- A. First Sergeant
- B. Master Sergeant
- C. Sergeant First Class
- D. Staff Sergeant
- E. Sergeant

7. How did you get your current assignment as a drill sergeant?

- A. I volunteered
- B. I was selected
- C. Not applicable

8. Are you:

- A. Male
- B. Female

9. Please indicate your age group.

- A. 25 or younger
- B. 26-30
- C. 31-35
- D. 36-40
- E. 41-45
- F. 45+

10. Are you:

- A. Married
- B. Single
- C. Divorced
- D. Separated



## THE DRILL SERGEANT JOB

How much of a problem are the following in performing your job as a drill sergeant?

	No problem at all	Slight problem	Somewhat of a problem	Moderate problem	Major problem
	A	B	C	D	E
11. Too few drill sergeants available/assigned to support training in your platoon	A	B	C	D	E
12. Too many hours in the duty day	A	B	C	D	E
13. Controlling male-female relationships between male and female soldiers	A	B	C	D	E
14. Too little time available between training cycles	A	B	C	D	E
15. Adapting training activities to accommodate differences between male and female soldiers	A	B	C	D	E
16. Entry-level physical condition of female trainees	A	B	C	D	E
17. Entry-level physical condition of male trainees	A	B	C	D	E
18. Availability of vehicles to transport soldiers to/from training sites	A	B	C	D	E
19. Availability of vehicles for drill sergeant use	A	B	C	D	E
20. Lack of appropriate equipment for the training mission	A	B	C	D	E
21. Having to teach courses previously taught by CTC	A	B	C	D	E
22. Lack of showers/latrines for drill sergeants in the barracks	A	B	C	D	E
23. Lack of showers/latrines for soldiers in the barracks	A	B	C	D	E
24. Lack of washers/dryers for soldiers in the barracks	A	B	C	D	E
25. Timely repairs/modifications in the barracks	A	B	C	D	E
26. Having "to do more with less"	A	B	C	D	E

27. **Relative to other assignments you have had in the Army, how would you rate the job stress of your current assignment?**
- A. Most stressful to date
  - B. More stressful than most of my assignments
  - C. About average
  - D. Less stressful than most of my assignments
  - E. Least stressful to date
28. **Relative to other assignments you have had in the Army, how would you rate the job satisfaction of your current assignment?**
- A. Most satisfying to date
  - B. More satisfying than most of my assignments
  - C. About average
  - D. Less satisfying than most of my assignments
  - E. Least satisfying to date
29. **Relative to other assignments you have had in the Army, how would you rate the work demands of your current assignment?**
- A. Most demanding to date
  - B. More demanding than most of my assignments
  - C. About average
  - D. Less demanding than most of my assignments
  - E. Least demanding to date
30. **Relative to other assignments you have had in the Army, how often are you required to use your personal vehicle or equipment to accomplish your mission?**
- A. More often than any other of my assignments
  - B. More often than most of my assignments
  - C. About average
  - D. Less often than most of my assignments
  - E. Least often to date
31. **Relative to other assignments you have had in the Army, how often have you had to spend your own money on training aids, cleaning supplies, etc.?**
- A. More often than any other of my assignments
  - B. More often than most of my assignments
  - C. About average
  - D. Less often than most of my assignments
  - E. Least often to date

32. How many male drill sergeants are assigned to your platoon?

- A. One, I was alone.
- B. Two
- C. Three
- D. Four
- E. No male drill sergeants are assigned to my platoon.

33. How many female drill sergeants are assigned to your platoon?

- A. One, I was alone.
- B. Two
- C. Three
- D. Four
- E. No female drill sergeants are assigned to my platoon.

34. Was your platoon or company in "split" billeting locations? (Platoon not on the same floor, not in the same bay, or company not in the same building)

- A. Yes
- B. No——GO TO QUESTION 42 ON PAGE 7

DID HAVING A "SPLIT" PLATOON OR COMPANY EFFECT ON:

	Very negative effect				
	Somewhat negative effect				
	No effect				
	Somewhat positive effect				
	Positive effect				

35. the performance of your platoon/company?

A B C D E

36. the individual performance of soldiers?

A B C D E

37. "getting the word out" (communications) in the unit?

A B C D E

38. unit cohesion?

A B C D E

39. the morale/esprit de corps of your unit?

A B C D E

40. the teamwork/cooperation in your unit?

A B C D E

41. To what extent were you and the other drill sergeants able to overcome any problems caused by the split location of your platoon/company?

- A. Does not apply; we did not have any problems with the split location.
- B. Very great extent
- C. Great extent
- D. Moderate extent
- E. Slight extent
- F. Not at all

## MALE AND FEMALE SOLDIERS IN BASIC TRAINING

The next group of items asks you for your opinions about male and female soldiers in BT. Please indicate whether you agree or disagree with the following statements.

- |  | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
|  | A                 | B        | C                          | D     | E              |
| 42. I believe BT for those MOSs open to both men and women should be conducted in gender-integrated platoons.          |                   |          |                            |       |                |
| 43. When men are present in training, women will push themselves harder to achieve.                                    |                   |          |                            |       |                |
| 44. Here at Basic Training females do <u>not</u> receive any special privileges.                                       |                   |          |                            |       |                |
| 45. In my platoon, males and females worked well together.   |                   |          |                            |       |                |
| 46. Mixing males and females in a platoon has a negative effect on individual performance.                             |                   |          |                            |       |                |
| 47. Being part of a team is easier for soldiers-in-training when they are all of the same gender.                      |                   |          |                            |       |                |
| 48. Having a female drill sergeant in each platoon is important to training gender-integrated platoons.                |                   |          |                            |       |                |
| 49. Mixing males and females in a platoon has a negative effect on individual physical conditioning.                   |                   |          |                            |       |                |
| 50. Mixing males and females in a platoon has a positive influence on group cohesion/cooperation.                      |                   |          |                            |       |                |
| 51. When women are present in training, men will push themselves harder.   |                   |          |                            |       |                |
| 52. Being part of a team is easier for drill sergeants when all drill sergeants in the platoon are of the same gender. |                   |          |                            |       |                |
| 53. During BT, male drill sergeants discipline females less severely than males for the same offense.                  |                   |          |                            |       |                |
| 54. During BT, female drill sergeants discipline females less severely than males for the same offense.                |                   |          |                            |       |                |

## YOUR DRILL SERGEANT TRAINING

The next group of items asks you for your evaluation of the training you received in the Drill Sergeants' Course (DSC).

- |   | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 55. In the DSC I learned more effective ways to train soldiers.   | A                 | B        | C                          | D     | E              |
| 56. The course materials I received in the DSC have been very useful to me.                                 | A                 | B        | C                          | D     | E              |
| 57. The quality of instruction in the DSC was excellent.  | A                 | B        | C                          | D     | E              |
| 58. As a result of the DSC, I am more confident in my role as a Drill Sergeant.                             | A                 | B        | C                          | D     | E              |
| 59. To what extent did the DSC prepare you for your job as a drill sergeant in a gender-integrated company? |                   |          |                            |       |                |
| A. Very great extent  |                   |          |                            |       |                |
| B. Great extent   |                   |          |                            |       |                |
| B. Moderate extent  |                   |          |                            |       |                |
| C. Slight extent  |                   |          |                            |       |                |
| D. No extent  |                   |          |                            |       |                |
| 60. Which Drill Sergeant School did you attend?   |                   |          |                            |       |                |
| A. Fort Jackson   |                   |          |                            |       |                |
| B. Fort Leonard Wood  |                   |          |                            |       |                |
| C. Fort McClelland  |                   |          |                            |       |                |
| D. Fort Benning   |                   |          |                            |       |                |
| E. Other  |                   |          |                            |       |                |
| 61. Overall, how would you rate the quality of the DSC you attended?  |                   |          |                            |       |                |
| A. Excellent  |                   |          |                            |       |                |
| B. Good   |                   |          |                            |       |                |
| C. Average  |                   |          |                            |       |                |
| D. Fair   |                   |          |                            |       |                |
| E. Poor   |                   |          |                            |       |                |

## DRILL SERGEANT'S COURSE CONTENT EVALUATION

The following questions ask your opinion on the level of detail for each of the areas of concentration taught in the Drill Sergeants' Course. Use the scale below to indicate your opinion on whether the current level of detail for each area is appropriate.

		Much too detailed	A little too detailed	About right level of detail	Not quite enough detail	Not nearly enough detail
		A	B	C	D	E
62. Trainee stress management		A	B	C	D	E
63. Drill Sergeant stress management		A	B	C	D	E
64. Drill Sergeant leadership		A	B	C	D	E
65. Motivating BT soldiers		A	B	C	D	E
66. Drill Sergeant ethics		A	B	C	D	E
67. Personal counseling		A	B	C	D	E
68. Performance counseling		A	B	C	D	E
69. Fitness training procedures		A	B	C	D	E
70. Principles of exercise		A	B	C	D	E
71. Injury reduction		A	B	C	D	E
72. Weapons training		A	B	C	D	E
73. Drill and ceremony		A	B	C	D	E
74. Methods of Instruction		A	B	C	D	E
75. Hand Grenades		A	B	C	D	E
76. Rifle Bayonet		A	B	C	D	E
77. Pugil Training		A	B	C	D	E
78. Unarmed Combat		A	B	C	D	E
79. General subjects: BT POI, Soldier's Handbook		A	B	C	D	E
80. General subjects: IET policies and administration		A	B	C	D	E
81. Behavioral characteristics of female soldiers		A	B	C	D	E
82. Impact of physical differences on training		A	B	C	D	E
83. Techniques to manage impact of behavioral differences		A	B	C	D	E
84. Tactical training		A	B	C	D	E

**PLEASE ANSWER THE ADDITIONAL QUESTIONS ON THE SEPARATE SHEET OF PAPER.**

## **APPENDIX D. ATTRITION QUESTIONNAIRE**

# EXIT INTERVIEW SURVEY

Before you enlisted, how much

A Great Deal

A Lot

Some

A Little

None/Nothing

1. did you know about the Army? A B C D E
2. did you know about BCT? A B C D E
3. respect did you have for the Army? A B C D E

4. How much did Army life compare with your expectations?

- A. Much better than I expected
- B. Somewhat better than I expected
- C. About the same as I expected
- D. Somewhat worse than I expected
- E. Much worse than I expected

5. If given the choice, would you choose to stay in the Army?

- A. I would DEFINITELY choose to STAY in the Army
- B. I would PROBABLY choose to STAY in the Army
- C. I would DEFINITELY choose to LEAVE the Army
- D. I would PROBABLY choose to LEAVE the Army
- E. I don't know

Please rate how helpful each of the following were in helping you try to stay in the Army.

Extremely helpful

Very helpful

Moderately helpful

A little helpful

Not at all helpful

6. Buddy A B C D E
7. Members of your squad A B C D E
8. Members of your platoon A B C D E
9. Squad leader A B C D E
10. Platoon leader A B C D E
11. Drill sergeant A B C D E
12. Company commander A B C D E

How important were each of the following in influencing you to join the Army?

Extremely Important

Very Important

Moderately Important

A little Important

Not at all Important

13. Opportunity to receive job training in chosen field A B C D
14. Opportunity to get and stay physically fit A B C D
15. Opportunity to earn a living A B C D
16. Opportunity to become more self-disciplined A B C D
17. Medical/dental care benefits A B C D
18. Opportunity to develop leadership skills A B C D
19. Opportunity to visit foreign countries A B C D
20. Job security A B C D
21. Opportunity to serve your country A B C D
22. Adventure A B C D
23. Opportunity to receive educational benefits A B C D
24. Opportunity to make new friends A B C D
25. Other (Please list) A B C D

How likely is it that you will be able to do each of the following in civilian life?

Extremely Likely

Very Likely

Moderately Likely

A little Likely

Not at all Likely

26. Receive job training in chosen field. A B C D
27. Get and stay physically fit A B C D
28. Obtain a rewarding job A B C D
29. Become more self-disciplined A B C D
30. Receive medical/dental care benefits A B C D
31. Develop leadership skills A B C D
32. Visit foreign countries A B C D
33. Have job security A B C D
34. Serve your country A B C D
35. Have adventures A B C D
36. Receive educational benefits A B C D
37. Make new friends A B C D
38. Other (Please list) A B C D



# EXIT INTERVIEW SURVEY

If you had completed BCT, how likely is it that you would have been able to do each of the following in the Army?

Extremely Likely  
Very Likely  
Moderately Likely  
A little Likely  
Not at all Likely

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 39. Receive job training in chosen field. | A | B | C | D | E |
| 40. Get and stay physically fit           | A | B | C | D | E |
| 41. Obtain a rewarding job                | A | B | C | D | E |
| 42. Become more self-disciplined          | A | B | C | D | E |
| 43. Receive medical/dental care benefits  | A | B | C | D | E |
| 44. Develop leadership skills             | A | B | C | D | E |
| 45. Visit foreign countries               | A | B | C | D | E |
| 46. Have job security                     | A | B | C | D | E |
| 47. Serve your country                    | A | B | C | D | E |
| 48. Have adventures                       | A | B | C | D | E |
| 49. Receive educational benefits          | A | B | C | D | E |
| 50. Make new friends                      | A | B | C | D | E |
| 51. Other (Please list) _____             | A | B | C | D | E |

52. During BCT, did you receive deliberate or repeated unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature?

- A. Yes  
B. No ——— > GO TO QUESTION 55

53. Who initiated these deliberate or repeated unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature?

- A. An officer  
B. A drill sergeant  
C. An enlisted person  
D. Another soldier in training  
E. Someone else

54. Did you report the incident to your chain of command or other military authority? MARK ONE.

- A. Yes, but I am not aware of the results.  
B. Yes, and something was done.  
C. Yes, and nothing was done about it.  
D. No, I handled it myself.  
E. No, I didn't think anyone would do anything about it.  
F. No, it was a minor incident and didn't really bother me.  
G. No, I was afraid of reprisals from the chain of command.

55. During BCT, have you been subjected to discrimination MARK ALL THAT APPLY

- A. No  
B. Yes, racial  
C. Yes, religious  
D. Yes, gender (sex)  
E. Yes, national origin  
F. Yes, other (age, weight, etc.)

56. During physical training, how hard were you "pushed"?

- A. I was not pushed at all  
B. I was not pushed nearly hard enough  
C. I was pushed the right amount  
D. I was pushed somewhat too hard  
E. I was pushed much too hard

How satisfied or dissatisfied were you with the amount of:

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

No Opinion

Very Dissatisfied

- |  |   |   |   |   |
|--|---|---|---|---|
| 57. showers available in the barracks  | A | B | C | D |
| 58. latrines available in the barracks | A | B | C | D |
| 59. latrines available in the field    | A | B | C | D |
| 60. privacy you had in the barracks    | A | B | C | D |

## EXIT INTERVIEW SURVEY

PLEASE WRITE YOUR RESPONSES DIRECTLY ON THIS SHEET. USE THE BACK IF NECESSARY.

61. What is/are the main reason(s) for your leaving the Army?

62. Is there anything the Army could have done before BCT to better prepare you for entering BCT?

63. Is there anything the Army could have done during BCT that might have increased your chances of completing BCT?

64. Is there anything you could have done to better prepare yourself for entering BCT?

## **APPENDIX E. SOLDIER FOCUS GROUP PROTOCOL**

**PHASE III BASIC TRAINING  
FOCUS GROUP PROTOCOL**

**SOLDIER PROTOCOL**

**INTRODUCTION**

1. Good morning/afternoon and thank you for coming. I am... and this is ...
2. Please fill out the name cards on the table. We only want your first name or any name you choose to use. Names just make it easier for us to ask questions of specific individuals during our discussion.
3. We work for the U.S. Army Research Institute in Virginia. The Army asked us to talk to soldiers finishing Basic Training to get your opinions and attitudes toward your training.  
  
We are conducting several focus groups with soldiers at Fort Jackson and Fort Leonard Wood. We asked your battalion to randomly select representatives from each company to participate. We plan to spend one hour in our focus group.
4. **INTRODUCE OBSERVERS.** Our observers are part of the research team and are here only to listen to your opinions.

**GROUND RULES**

1. There are a few ground rules associated with focus groups. First, the term "focus group" is just another way of saying we're going to have a group discussion. I will ask you to focus on various topics, and I'd appreciate hearing your honest opinions. We want to hear all your ideas, opinions and comments.
2. The most important ground rule of a focus group is that there are no right or wrong answers. Please feel free to say what's on your mind. If you don't agree with someone else who's talking, please speak up. We want to know what all of you think.
3. Concrete examples are helpful in our discussion, but please don't use any actual names.
4. Everything you say in this room is confidential. You will never be identified by anything you say. Some of your responses may be quoted in our reports, but we will never use your name. We also request that you not repeat anything that is said today. It is a confidential discussion.

**HOW THE GROUP WORKS**

1. ... is taking notes during the group, but that is only to help us remember the points you make.
2. Since we have limited time, I may have to cut you off occasionally, to move on to a new topic. We want to ensure we get your thoughts on all the topics.

**NOW I'D LIKE TO ASK YOU YOUR NAME AND TELL US WHERE YOU'RE FROM.**

## SOLDIER FOCUS GROUP PROTOCOL

Battalion:  
Company:  
Gender of Group:  
Number in Group:  
Number Peer Leaders in Group:

Date:  
Time:  
Facilitator:  
Note Taker:

### 1. REACTIONS TO BASIC TRAINING (5 MIN)

You will graduate from BT this week. What are the best things that happened?

- \* Training accomplishments (eg.,
- \* Meeting goals/overcoming fears (eg.,
- \* Learning self-discipline/control (eg.,
- \* Developing leadership skills (eg.,
- \* Friendships/people (eg.,
- \* Other

What are the worst things that happened?

- \* Getting use to military life (eg.,
- \* Specific training events (eg.,
- \* Training not challenging (eg.,
- \* Lack of discipline & teamwork (eg.,
- \* Living arrangements & conditions (eg.,
- \* Negative attitudes of other trainees (eg.,
- \* Other

What was the easiest part of BT?

What was the toughest part?

Was is easier or harder than you expected? In what ways?

2. TRAINING EXPECTATIONS AND EXPERIENCES (15 MIN)

What were some of your expectations before you started training?

Did BT meet these expectations? Why/why not?

How did the soldiers in your squad get along? In your platoon?

PROBE

- \* Teamwork?
- \* Competition?
- \* Cooperation/helping others?
- \* Respect for one another?

How were peer leaders chosen in your platoon?

How did it work to have both male and female peer leaders?

3. Were all of the soldiers in your platoon treated equally, without regard to:

Race or ethnicity?  
Gender?  
Religion?  
National origin?

- \* Who was treating them differently?
- \* Circumstances?
- \* Did anyone report the incident? Why or why not?

Were soldiers expected to achieve to the same standard?  
Were soldiers equally encouraged?

Did you see any soldiers in your company being sexually harassed?

- \* If yes, how often did this occur?  
Did anyone report the incident to a superior?  
Was the person doing the harassing a trainee? DS? Who?



4. PHYSICAL TRAINING

What was PT like? Do you feel it was challenging?  
How often did you do PT?

How did your company compare to other companies in terms of  
how challenging PT was?

PROBE

\* How did the ability groups work? Were ability  
groups to "equalize" level of fitness successful?

5. DRILL SERGEANTS (10 MIN)

What do you think about the training given by your drill sergeants? Were you trained well? Any problems?

Did the male drill sergeants show any differences in the treatment of male and female soldiers?

Did the female drill sergeants show any differences in the treatment of male and female soldiers?

6. Think about all of your drill sergeants and the training you received here at BT? What kinds of things did the drill sergeants do that really helped you to improve your ability/learn a skill/task?

What did they do that really demoralized you or hindered your progress?

7. LIVING CONDITIONS (5 MIN)

What were your living quarters like?

PROBE

- \* Lack of privacy?
- \* Communication within platoon/squad?
- \* Communication between males and females in platoon/squad?
- \* Availability of showers/latrines?
- \* Positive aspects?
- \* Negative aspects?

8. SUGGESTIONS FOR IMPROVING BT

What suggestions do you have for improving BT?

## **APPENDIX F. DRILL SERGEANT FOCUS GROUP PROTOCOL**

**PHASE III BASIC TRAINING  
FOCUS GROUP PROTOCOL**

**DRILL SERGEANT PROTOCOL**

**INTRODUCTION**

1. Good morning/afternoon and thank you for coming. I am ... and this is....

2. We work for the U.S. Army Research Institute in Virginia. The Army asked us to talk with drill sergeants in BCT and AIT to get your opinions toward BCT and toward your training as Drill Sergeants.

We are conducting several focus groups with drill sergeants at Fort Leonard Wood and Fort Jackson. We asked your battalion to select representatives from each company to participate. We plan to spend one hour in our focus group.

3. INTRODUCE OBSERVERS.

**GROUND RULES**

1. There are a few ground rules associated with focus groups. First, the term "focus group" is just another way of saying we're going to have a group discussion. I will ask you to focus on various topics, and I'd appreciate hearing your honest opinions. We want to hear all your ideas, opinions, and comments.

2. The most important ground rule is that there are no right or wrong answers. Please feel free to say what's on your mind. If you don't agree with someone else who's talking, please speak up. We want to hear from all of you.

3. Concrete examples are helpful in our discussion, but please don't use any actual names.

4. Everything you say to us is confidential. We will never identify you with anything you say. Some of your responses may be quoted in our reports, but we will never use your names. We also request that you not repeat anything that is said today.

**HOW THE GROUP WORKS**

1. .... is taking notes during the group to help us remember the points you make.

2. Since time is limited, I may have to cut you off occasionally, to move to a new topic.

Battalion:  
Company:  
Gender of Group:  
Number in Group:

Date:  
Time:  
Facilitator:  
Note Taker:

1. THE DRILL SERGEANT JOB

What are some of the best parts of being a drill sergeant?

What are some of the worst parts of being a drill sergeant?

PROBE:

- \* Do you feel "pressure" to meet battalion or brigade goals for the APFT, BRM qualification, or graduation rates?
- \* If so, where does the pressure come from?
- \* Has anyone not met their goals? What happened?

What do you think about gender-integration of BCT?

Positive features:

Negative features:

PROBE:

- \* Have you trained all-female companies?



Now I'd like to spend some time talking about your drill sergeant training.

Which Drill Sergeant School did you attend?

Are they all the same?

Did your Drill Sergeant Course prepare you to do gender-integrated BCT?

Are there any topics the course should add? Delete? Change?

I'm going to ask your opinions about a few things others have mentioned as possible changes to your training.

- \* More training in instructional techniques
- \* More training in topics formerly taught by CTC
- \* More information on effective PT for BTC
- \* Having more Master Fitness Trainers

Any other suggestions?

Do you have any suggestions for improving BCT?